



SMITH COLLEGE

2010•11
Catalogue

Bulletin

Notice of Nondiscrimination

Smith College is committed to maintaining a diverse community in an atmosphere of mutual respect and appreciation of differences.

Smith College does not discriminate in its educational and employment policies on the bases of race, color, creed, religion, national/ethnic origin, sex, sexual orientation, age, or with regard to the bases outlined in the Veterans Readjustment Act and the Americans with Disabilities Act.

Smith's admission policies and practices are guided by the same principle, concerning women applying to the undergraduate program and all applicants to the graduate programs.

For more information, please contact the adviser for equity complaints, College Hall 103, (413) 585-2141, or visit www.smith.edu/diversity.

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

The college is required by law to publish an annual report with information regarding campus security and personal safety on the Smith College campus, educational programs available and certain crime statistics from the previous three years. Copies of the annual report are available from the Department of Public Safety, Tilly Hall, Smith College, Northampton, Massachusetts 01063. Please direct all questions regarding these matters to the director of Public Safety at (413) 585-2491.

SMITH COLLEGE BULLETIN

(USPS 499-020) Series 103 September 2010
Number III

Printed monthly during January, April, September (two issues). Office of College Relations, Garrison Hall, Smith College, Northampton, Massachusetts 01063. Periodical postage paid at Northampton, Massachusetts. Postmaster: send address changes to Smith College, Northampton, Massachusetts, 01063

All announcements herein are subject to revision. Changes in the list of Officers of Administration and Instruction may be made subsequent to the date of publication.

The course listings on pp. 67-440 are maintained by the Office of the Provost/Dean of the Faculty. For current information on courses offered at Smith, visit www.smith.edu/catalogue.

6M5015-8/10

Smith College
Northampton, Massachusetts 01063
(413) 584-2700

SMITH COLLEGE BULLETIN

2010-11 CATALOGUE

Smith College
Northampton, Massachusetts 01063
(413) 584-2700



Contents

How to Get to Smith	iv
Inquiries and Visits	v
Academic Calendar	vi
The Mission of Smith College	1
History of Smith College	1
The Academic Program	7
Smith: A Liberal Arts College	7
The Curriculum	7
The Major	9
The Minor	9
Student-Designed Interdepartmental Majors and Minors	10
Five College Certificate Programs	10
Advising	10
Academic Honor System	11
Special Programs	11
Accelerated Course Program	11
The Ada Comstock Scholars Program	12
Community Auditing: Nonmatriculated Students	12
Five College Interchange	12
Departmental Honors Program	12
Independent Study Projects/Internships	12
Smith Scholars Program	13
Study Abroad Programs	13
Smith College Junior Year Abroad Programs	14
Smith Consortial and Approved Study Abroad	15
Off-Campus Study Programs in the U.S.	16
The Campus and Campus Life	17
Facilities	17
Student Residence Houses	21
Intercollegiate Athletics, Intramurals and Club Sports	21
Career Development	22
Health Services	22
Religious Expression	23
The Student Body	24
Summary of Enrollment	24
Geographical Distribution of Students by Residence	25
Majors	26
Recognition for Academic Achievement	27
Prizes and Awards	28
Fellowships	32
Fees, Expenses and Financial Aid	33
Your Student Account	33
Fees	34
Institutional Refund Policy	36
Contractual Limitations	36
Payment Plans and Loan Options	36
Financial Aid	36
Admission	42
Secondary School Preparation	42
Entrance Tests	42
Applying for Admission	43
Advanced Placement	43
International Baccalaureate	43
Interview	43

Deferred Entrance	43
Deferred Entrance for Medical Reasons	43
Transfer Admission	44
International Students	44
Visiting Year Programs	44
Readmission	44
Ada Comstock Scholars Program	44
Academic Rules and Procedures	46
Requirements for the Degree	46
Academic Credit	49
Academic Standing	52
The Age of Majority	53
Leaves, Withdrawal and Readmission	53
Graduate and Special Programs	55
Admission	55
Residence Requirements	55
Leaves of Absence	56
Degree Programs	56
Nondegree Studies	58
Housing and Health Services	59
Finances	60
Financial Assistance	60
Changes in Course Registration	61
Policy Regarding Completion of Required Course Work	61
Courses of Study	62
Deciphering Course Listings	64
African Studies	67
Afro-American Studies	69
American Ethnicities	73
American Studies	76
Ancient Studies	82
Anthropology	84
Archaeology	90
Art	92
Arts and Technology	106
Astronomy	108
Biochemistry	112
Biological Sciences	119
Chemistry	134
Classical Languages and Literatures	139
Comparative Literature	143
Computer Science	150
Concentrations	158
Dance	164
East Asian Languages and Literatures	174
East Asian Studies	181
Economics	187
Education and Child Study	195
Engineering	203
English Language and Literature	211
Environmental Science and Policy	223
Ethics	229
Exercise and Sport Studies	230
Film Studies	240
First-Year Seminars	244
Foreign Language Literature Courses in Translation	251
French Studies	252
Geosciences	258

German Studies.....	264
Government.....	269
History.....	280
Program in the History of Science and Technology.....	293
Interterm Courses Offered for Credit.....	295
Italian Language and Literature.....	296
Jewish Studies.....	301
Landscape Studies.....	306
Latin American and Latino/a Studies.....	310
Linguistics.....	314
Logic.....	316
Marine Science and Policy.....	317
Mathematics and Statistics.....	318
Medieval Studies.....	325
Middle East Studies Minor.....	327
Music.....	332
Neuroscience.....	339
Philosophy.....	344
Physics.....	350
Presidential Seminars.....	354
Psychology.....	356
Public Policy.....	364
Quantitative Courses for Beginning Students.....	367
Religion.....	371
Russian Language and Literature.....	377
Science Courses for Beginning Students.....	380
Sociology.....	381
Spanish and Portuguese.....	386
Statistics.....	394
Theatre.....	395
Third World Development Studies.....	402
Urban Studies.....	404
Study of Women and Gender.....	406
Interdepartmental and Extradepartmental Course Offerings.....	414
Five College Course Offerings by Five College Faculty.....	420
Five College Certificate in African Studies.....	435
Five College Certificate in Asian/Pacific/American Studies.....	436
Five College Buddhist Studies Certificate Program.....	438
Five College Coastal and Marine Sciences Certificate Program.....	439
Five College Certificate in Cognitive Neuroscience.....	440
Five College Certificate in Culture, Health and Science.....	441
Five College Certificate in Ethnomusicology.....	442
Five College Certificate in International Relations.....	443
Five College Certificate in Latin American Studies.....	444
Five College Certificate in Logic.....	445
Five College Certificate in Middle East Studies.....	447
Five College Certificate in Native American Indian Studies.....	448
Five College Certificate in Russian, East European and Eurasian Studies.....	449
Five College Film Studies.....	450
Five College Self-Instructional Language Program.....	451
The Athletic Program.....	452
Directory.....	454
The Board of Trustees.....	454
Faculty.....	455
Administration.....	481
Standing Committees.....	484
Alumnae Association.....	485
Index.....	486
Class Schedule.....	inside back cover

How to Get to Smith

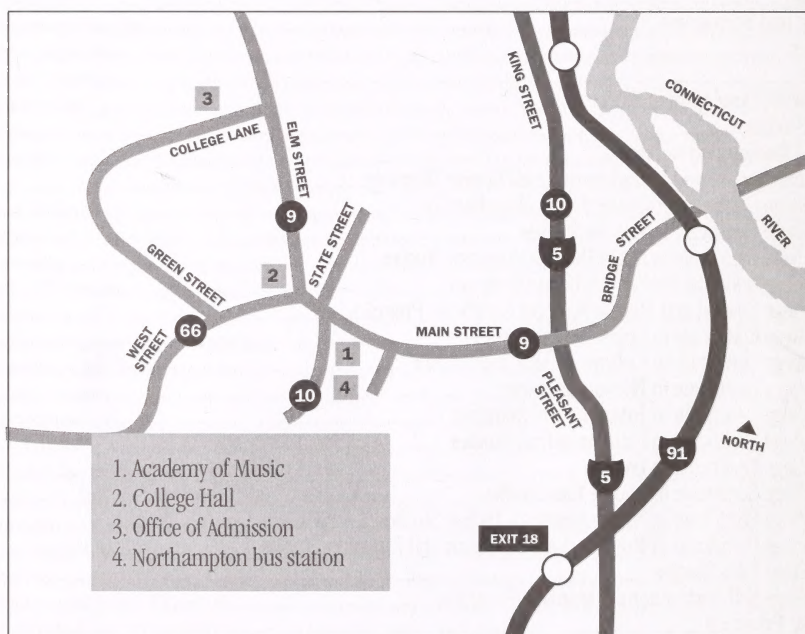
By Air: Bradley International, located about 35 miles south of Northampton in Windsor Locks, Connecticut, is the nearest airport and is served by all major airlines. Limousines, buses and rental cars are available at the airport. Flying into Bradley rather than into Boston's Logan Airport gives you a shorter drive to Northampton and spares you city traffic congestion.

By Train: Amtrak serves Springfield, Massachusetts, which is 20 miles south of Northampton. From the train station, you can reach Northampton by taxi, rental car or bus. The Springfield bus station is a short walk from the train station.

By Bus: Greyhound, Vermont Transit and Peter Pan bus lines serve the area. Most routes go to the main bus terminal in Springfield, where you can catch another bus to Northampton. Buses run almost hourly between Springfield and Northampton. Smith is a 10-minute walk or a short taxi ride from the bus station.

By Car: Northampton is on Route I-91. Take Exit 18, and follow Route 5 north into the center of town. Turn left onto Route 9. Go straight through four sets of traffic lights, turning left into College Lane shortly after the third set. The Office of Admission is on your right, overlooking Paradise Pond. Parking is available next to the office and along Route 9.

Smith College, Northampton, Massachusetts



Smith College is accredited by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education. Accreditation of an institution of higher education by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process.

Inquiries and Visits

Visitors are always welcome at the college. Student guides are available to all visitors for tours of the campus; arrangements can be made through the Office of Admission. Administrative offices are open Monday through Friday from 8:30 a.m. to 4:30 p.m. during the academic year. (Refer to the college calendar, p. vi, for the dates that the college is in session.) In the summer, offices are open from 8 a.m. to 4 p.m. You may be able to make appointments to meet with office staff at other times, including holidays. Any questions about Smith College may be addressed to the following officers and their staffs by mail, telephone, e-mail or appointment.

Admission

Audrey Smith, *Dean of Enrollment*

Debra Shaver, *Director of Admission*

7 College Lane, (413) 585-2500; (800) 383-3232

We urge prospective students to make appointments for interviews in advance with the Office of Admission. The Office of Admission schedules these appointments from 9 a.m. to 3 p.m. Monday through Friday. From mid-September through January, appointments can also be made on Saturdays from 9 a.m. to noon. General information sessions are also held twice daily and on Saturdays from mid-July through January. Please visit www.smith.edu/admission for details.

Financial Aid, Campus Jobs and Billing for Undergraduates

David Belanger, *Director of Student*

Financial Services

College Hall

(413) 585-2530

E-mail: sfs@smith.edu

Academic Standing

Maureen A. Mahoney, *Dean of the College*

College Hall, (413) 585-4900

Tom Riddell, *Associate Dean of the College and Dean of the First-Year Class*

Margaret Bruzelius, *Dean of the Senior and Second-Semester Junior Classes*

Erika J. Laquer, *Dean of the Sophomore and First-Semester Junior Classes, and Ada Comstock Scholars*

College Hall, (413) 585-3090

Alumnae Association

Carrie Cadwell Brown, *Executive Director*

Alumnae House, (413) 585-2020

Career Planning and Alumnae References

Stacie Hagenbaugh, *Director of Career*

Development Office

Drew Hall, (413) 585-2570

College Relations

Laurie Fenlason, *Executive Director of Public*

Affairs and Special Assistant to the President

Garrison Hall, (413) 585-2170

Development

Patricia Jackson, *Vice President for Development*

Alumnae House, (413) 585-2020

Disability Services

Laura Rauscher, *Director of Disability Services*

Graduate Study

Danielle Carr Ramdath, *Director*

College Hall, (413) 585-3000

Medical Services and Student Health

Leslie R. Jaffe, *College Physician and Director of Health Services*

Elizabeth Mason Infirmary, (413) 585-2800

Religious Life

Jennifer Walters, *Dean of Religious Life*

Helen Hills Hills Chapel, (413) 585-2750

School for Social Work

Carolyn Jacobs, *Dean*

Lilly Hall, (413) 585-7950

Student Affairs

Julianne Ohotnicky, *Dean of Students*

College Hall, (413) 585-4940

Transcripts and Records

Patricia O'Neil, *Registrar*

College Hall, (413) 585-2550

Academic Calendar 2010–11

Fall Semester 2010

Tuesday, August 31–Monday, September 6

Orientation for entering students

Monday, August 30, and Tuesday, August 31

Central check-in for entering students

Monday, September 6, 7 p.m.

Opening Convocation

Tuesday, September 7, 8 a.m.

Classes begin

To be announced by the president

Mountain Day (holiday)—Classes scheduled before 7 p.m. are canceled.

Saturday, October 9–Tuesday, October 12

Autumn recess

Friday, October 22–Sunday, October 24

Family Weekend

Tuesday, October 26

Otelia Cromwell Day—Afternoon and evening classes are canceled.

Monday, November 8–Friday, November 19

Advising and course registration for the second semester

Wednesday, November 24–Sunday, November 28

Thanksgiving recess (Houses close at 10 a.m. on November 24 and open at 1 p.m. on November 28.)

Tuesday, December 14

Last day of classes

Wednesday, December 15–Friday, December 17

Pre-examination study period

Saturday, December 18–Tuesday, December 21

Examinations

Wednesday, December 22–Sunday, January 2

Winter recess (Houses and Friedman apartments close at 10 a.m. on December 22 and open at 1 p.m. on January 2.)

Interterm 2011

Monday, January 3–Saturday, January 22

Spring Semester 2011

Thursday, January 20–Sunday, January 23

Orientation for entering students

Monday, January 24, 8 a.m.

Classes begin

Wednesday, February 23

Rally Day—All classes are canceled.

Saturday, March 12–Sunday, March 20

Spring recess (Houses close at 10 a.m. on March 12 and open at 1 p.m. on March 20.)

Monday, April 4–Friday, April 15

Advising and course registration for the first semester of 2011–12

Friday, April 29

Last day of classes

Saturday, April 30–Monday, May 2

Pre-examination study period

Tuesday, May 3–Friday, May 6

Final examinations

Saturday, May 7

Houses close for all students except '11 graduates, Commencement workers and those with Five College finals.

Sunday, May 15

Commencement

Monday, May 16

All houses close at noon.

The calendar for the academic year consists of two semesters separated by an interterm of approximately three weeks. Each semester allows for 13 weeks of classes followed by a pre-examination study period and a four-day examination period. Please visit www.smith.edu/academiccalendar for further details.

Smith College Mission and History

Mission

Smith College educates women of promise for lives of distinction. A college of and for the world, Smith links the power of the liberal arts to excellence in research and scholarship, developing leaders for society's challenges.

Values

- Smith is a community dedicated to learning, teaching, scholarship, discovery, creativity and critical thought.
- Smith is committed to access and diversity, recruiting and supporting talented, ambitious women of all backgrounds.
- Smith educates women to understand the complexity of human history and the variety of the world's cultures through engagement with social, political, aesthetic and scientific issues.
- Smith prepares women to fulfill their responsibilities to the local, national and global communities in which they live and to steward the resources that sustain them.

History of Smith College

Smith College is a distinguished liberal arts college committed to providing the highest quality undergraduate education for women to enable them to develop their intellects and talents and to participate effectively and fully in society.

Smith began in the nineteenth century in the mind and conscience of a New England woman. In her will, Sophia Smith articulated her vision of a liberal arts college for women, with the purpose that "women's 'wrongs' will be redressed, their wages adjusted, their weight of influence in reforming the evils of society will be greatly increased as teachers, as writers, as mothers, as members of society, their power for good will be incalculably enlarged." Through its commitment to academic excellence and its active engagement with the issues of our time, Smith remains faithful to its founder's ideals.

The college envisioned by Sophia Smith and her minister, John M. Greene, resembled many other old New England colleges in its religious orientation, with all education at the college "pervaded by the Spirit of Evangelical Christian Religion" but "without giving preference to any sect or denomination."

Smith has changed much since its founding in 1871. But throughout its history there have been certain enduring constants: an uncompromising defense of academic and intellectual freedom, an attention to the relation between college education and the larger public issues of world order and human dignity, and a concern for the rights and privileges of women.

Indeed, at a time when most people had narrow views of women's abilities and their proper role in society, Sophia Smith showed not only concern with the particular needs of young women but also faith in their still underdeveloped powers. After enumerating the subjects that continue to be a vital part of the college's curriculum, she added:

And in such other studies as coming times may develop or demand for the education of women and the progress of the race, I would have the education suited to the mental and physical wants of women. It is not my design to render my sex any the less feminine, but to develop as fully as may be the powers of womanhood, and furnish women with the means of usefulness, happiness and honor now withheld from them.

In the fall of 1875, Smith College opened with 14 students and six faculty under the presidency of Laurenus Clark Seelye. Its small campus was planned to make the college part of what John M. Greene called "the real prac-

tical life" of a New England town, rather than a sequestered academic preserve. College Hall, the Victorian Gothic administrative and classroom building, dominated the head of Northampton's Main Street. For study and worship, students used the town's well-endowed public library and various churches. Instead of a dormitory, students lived in a "cottage," where life was more familial than institutional. Thus began the "house" system that, with some modifications, the college still employs today. The main lines of Smith's founding educational policy, laid down in President Seelye's inaugural address, remain valid today: then as now, the standards for admission were as high as those of the best colleges for men; then as now, a truly liberal education was fostered by a broad curriculum of the humanities, the fine arts and the natural and social sciences.

During the 35 years of President Seelye's administration, the college prospered mightily. Its assets grew from Sophia Smith's original bequest of about \$400,000 to more than \$3,000,000; its faculty to 122; its student body to 1,635; its buildings to 35. These buildings included Alumnae Gymnasium, site of the first women's basketball game, which now houses the College Archives and is connected to the William Allan Neilson Library, one of the best-resourced undergraduate libraries in the country.

Smith's second president, Marion LeRoy Burton, took office in 1910. President Burton, a graduate of Yale Divinity School, was a gifted public speaker with an especially acute business sense. He used these talents to help the college raise the amazing sum of \$1,000,000—a huge endowment campaign for any college at that time. With the college's increased endowment, President Burton was able to increase faculty salaries substantially and improve the faculty-to-student ratio. President Burton's fund drive also invigorated the alumnae, bringing them closer to the college than ever before and increasing their representation on the board of trustees.

Along with improving the financial state and business methods of the college, President Burton contributed to a revision of the curriculum and initiated college honors programs to recognize outstanding students. He also helped to organize a cooperative admission system among Smith, Mount Holyoke, Wellesley and Vassar, the finest women's colleges of the day. President Burton's accomplishments are commemorated today by Burton Hall, the science building that his fund drive helped to finance.

When William Allan Neilson became president in 1917, Smith was already one of the largest women's colleges in the world. President Neilson shrewdly developed the advantages of large academic institutions while maintaining the benefits of a small one. Under his leadership, the size of the faculty continued to increase while the number of students remained at about 2,000. The curriculum was revised to provide a pattern still followed in many American colleges—a broad foundation in various fields of knowledge, later complemented by the more intensive study of a major subject. The college expanded honors programs and initiated interdepartmental majors in science, landscape architecture and theatre. The School for Social Work, a coeducational graduate program, was founded. And more college houses were built, mainly in the Georgian complex called "the Quad," so that every student could live on campus.

Not only did President Neilson help make Smith College one of the leading colleges in the United States, whether for men or women, but he also developed it into an institution of international distinction and concerns. President Neilson, himself a Scotsman, married to a well-educated German woman, transformed the college from a high-minded but provincial community in the hinterland of Massachusetts into a cosmopolitan center constantly animated by ideas from abroad. Between the two world wars, he brought many important exiled or endangered foreign teachers, scholars, lecturers and artists to the college. Meanwhile, as long as peace lasted, Smith students went to study in France, Italy and Spain on the Junior Year Abroad Program instituted by the college in 1924.

President Neilson retired in 1939, just before the outbreak of World War II, and for one year Elizabeth Cutter Morrow, an alumna trustee, served as acting president. Herbert Davis took office as Smith's fourth president in 1940 and reaffirmed the contributions that a liberal arts college could make to a troubled world. Already during World War I a group of Smith alumnae had gone to France to do relief work in the town of Grécourt; a replica of Grécourt's chateau gates is now emblematic of the college.

Soon after the 1941 bombing of Pearl Harbor, the college agreed to provide facilities on its campus for the first Officers' Training Unit of the Women's Reserve, or WAVES. The college added a summer term from 1942 to 1945 so some students could graduate more quickly and go on to government, hospital or military service. Though physically isolated by travel restrictions, the college retained its cosmopolitan character as refugees came to lecture, teach and study. And foreign films were shown regularly in Sage Hall—a practice that would give generations of

students their sensitivity both to other cultures and to an important, relatively new art. President Davis' administration was marked by intensified academic life, reflecting his belief that serious study was a way of confronting the global threat to civilization.

Benjamin Fletcher Wright came from Harvard to become Smith's fifth president in 1949. The college had by then resumed its regular calendar and completed several much-needed building projects, including a new heating plant and a student recreation center named for retiring President Davis. The most memorable achievements of President Wright's administration were the strengthening of Smith's financial position and the defense of academic freedom during the 1950s.

In 1950, the \$7 Million Fund Drive was triumphantly completed, enabling the college to improve facilities and increase faculty salaries. In 1955, the Helen Hills Chapel was completed, giving Smith its own place of worship. The early 1950s were not, though, easy years for colleges: McCarthyism bred a widespread suspicion of any writing or teaching that might seem left of center. In defending his faculty members' right to political and intellectual independence, President Wright showed great courage and statesmanship. Complementing his achievements was the financial and moral support of Smith's Alumnae Association, by now the most devoted and active group of its kind in the country. Before President Wright's term ended, the college received a large gift for constructing a new faculty office and classroom building to be named for him.

When Thomas Corwin Mendenhall came from Yale in 1959 to become Smith's sixth president, both the college and the country at large were enjoying peace and prosperity. During the 1960s, social and cultural changes stirred the college profoundly, and a series of powerful movements influenced the larger society and the academic world alike. In response to the needs of increasingly independent and ambitious students, the curriculum was thoroughly revised. Collegewide requirements were set aside and independent study encouraged. The college made more varied educational experiences available to Smith undergraduates by extending cooperation with its neighbors—Amherst, Hampshire and Mount Holyoke colleges and the University of Massachusetts. And Smith joined other private colleges in the Northeast to develop the Twelve College Exchange Program. The college added buildings with the most modern facilities for the study of the natural sciences, performing arts and fine arts. The new fine arts center included the Smith College Museum of Art, now one of the most distinguished college museums in the country.

The 1960s saw the civil rights, the students' rights and the anti-war movements take root and grow at many of the country's universities and colleges, including Smith. Thanks to these movements and to the wisdom, tact and humor of President Mendenhall, the college emerged from the 1960s with a more precise awareness of student needs and an active, practical sense of social responsibility.

Meanwhile, life in the college houses was changing. The old rules governing late evenings out and male visitors were relaxed, then abandoned. Not surprisingly, when Vassar began to admit men, and Yale, Princeton and Dartmouth to admit women as candidates for degrees, some members of the college community wondered whether Smith should also become coeducational. In 1971, a committee of trustees, faculty, administration, students and alumnae studied the question in detail. The committee concluded that admitting men as candidates for the Smith degree would detract from the founding purpose of the college—to provide the best possible education for women.

In the late 1960s and early 1970s another important movement—the women's movement—was gathering momentum. This was to have a profound effect on American society and to confirm the original purpose of Smith College. The college began its second century in 1975 by inaugurating its first woman president, Jill Ker Conway, who came to Smith from Australia by way of Harvard and the University of Toronto. She was a charismatic and energetic leader with a vision for women's education, and her administration was marked by three major accomplishments: a large-scale renovation and expansion of Neilson Library, evidence of Smith's undiminished concern for the heart of the liberal arts; the rapid growth of the Ada Comstock Scholars Program, through which women beyond the traditional college age could earn a Smith degree; and exceptionally successful fund-raising efforts. Also during President Conway's administration, the Career Development Office was expanded to better counsel Smith students and alumnae about career opportunities and graduate training for women. Recognizing the rapidly growing emphasis on fitness and athletics for women, Smith built the Ainsworth Gymnasium and broke ground for new indoor and outdoor track and tennis facilities. President Conway's contributions underscored her commitment to women's colleges and a liberal arts education in today's society.

When Mary Maples Dunn came to Smith in 1985 after many years as a professor of history and then as dean of Bryn Mawr College, Smith's student body had diversified. During its early decades the student body had been overwhelmingly Protestant, but by the 1970s, Roman Catholic and Jewish college chaplains served alongside the Protestant chaplain. All racial, ethnic and religious groups are now well represented on campus, evidence of Smith's continuing moral and intellectual commitment to diversity.

In Dunn's decade as president, the college raised more than \$300 million, constructed two major buildings and renovated many more, enhanced communication on and off campus, attracted record numbers of applicants (while upholding the same academic standards) and doubled the value of its endowment. Computer technology transformed the way Smith conducted its business. And the curriculum became broader in scope, with five new majors and increased course offerings in non-Western and neglected American cultures.

In 1995 Ruth Simmons became Smith's ninth president, the first African-American woman to head any top-ranked American college or university. Simmons galvanized the campus through an ambitious campuswide self-study process that resulted in a number of landmark initiatives, including Praxis, a program that allows every Smith student the opportunity to elect an internship funded by the college; an engineering program, the first at a women's college; programs in the humanities that include a poetry center and a peer-reviewed journal devoted to publishing scholarly works by and about women of color; and curricular innovations that include intensive seminars for first-year students and programs to encourage students' speaking and writing skills.

A number of building projects were launched during Simmons' administration; most significant was a \$35-million expansion and renovation of the Smith College Museum of Art, art department and art library. Construction of the Campus Center began, and the Lyman Conservatory was renovated. Simmons left Smith in June 2001, assuming the presidency of Brown University. John M. Connolly, Smith's first provost, served as acting president for one year, skillfully guiding the college through the national trauma of September 11, 2001, and its aftermath.

A widely respected scholar of Victorian literature, Carol T. Christ took up her duties as Smith's 10th president in 2002. In the early years of her administration, Christ began an energetic program of outreach, innovation and long-range planning, including capital planning. She encouraged the development of coursework emphasizing fluency in the diversity of American cultures and launched a review to determine Smith's distinctive intellectual traditions. Under her leadership, hundreds of alumnae, students, faculty and staff participated in presidential dialogues as part of the development of the Smith Design for Learning, the college's strategic plan for the coming decade. Major building projects have come to fruition: the renovation of and addition to the Brown Fine Arts Center; a dramatic new Campus Center; the impressive Olin Fitness Center; new homes for the Poetry Center and Mwangi Cultural Center; the renovation of Lilly Hall, home of the college's School for Social Work; the construction of Conway House, an apartment building for Ada Comstock Scholars with children; and newly opened Ford Hall, a state-of-the-art, sustainably designed classroom and laboratory facility for the college's pioneering Picker Engineering Program and the sciences. Under Christ's leadership, Smith has made significant commitments to international and intercultural studies and to global outreach and recruitment. Fifteen percent of the class entering in 2010 are citizens of countries other than the United States. Environmental sustainability has emerged as a central theme in Smith's curriculum and campus operations, as reflected in the construction of a cogeneration facility for power and heat; the development of an ambitious sustainability and climate action management plan; and the dedication of the MacLeish Field Station, a 200-acre woodland tract in Whately, Mass., for environmental education and research.

Smith continues to benefit from a dynamic relationship between innovation and tradition. The college is still very much a part of Northampton, a vibrant and sophisticated cultural center. The majority of students still live in college houses with their own common rooms, in accord with the original "cottage" plan. The faculty and administration are still composed of highly accomplished men and women who work together with mutual respect in a professional community. And while Smith's curriculum of the humanities, arts and sciences still flourishes, the college continues to respond to the new intellectual needs of today's women—offering majors or interdepartmental programs in computer science, engineering, environmental science and policy, the study of women and gender, Third World development, neuroscience, film studies, Latin American and Latino/a studies, Jewish studies, history of science and technology, and other expanding and emerging fields. Were Sophia Smith to visit Northampton today, she would no doubt find her vision realized, as students at her college—young women of extraordinary promise and ambition—prepare themselves for exemplary lives of leadership and distinction.

The William Allan Neilson Chair of Research

Commemorating President Neilson's profound concern for scholarship and research

Kurt Koffka, Ph.D.
Psychology, 1927–32

G. Antonio Borgese, Ph.D.
Comparative Literature, 1932–35

Sir Herbert J.C. Grierson, MA., LL.D., Litt.D.
English, second semester, 1937–38

Alfred Einstein, Dr. Phil.
Music, first semester, 1939–40; 1949–50

George Edward Moore, D.Litt., LL.D.
Philosophy, first semester, 1940–41

Karl Kelchner Darrow, Ph.D.
Physics, second semester, 1940–41

Carl Lotus Becker, Ph.D., Litt.D.
History, second semester, 1941–42

Albert F. Blakeslee, Ph.D., Sc.D. (Hon.)
Botany, 1942–43

Edgar Wind, Ph.D.
Art, 1944–48

David Nichol Smith, M.A., D.Litt. (Hon.), LL.D.
English, first semester, 1946–47

David Mitrany, Ph.D., D.Sc.
International Relations, second semester, 1950–51

Pieter Geyl, Litt.D.
History, second semester, 1951–52

Wystan Hugh Auden, B.A.
English, second semester, 1952–53

Alfred Kazin, M.A.
English, 1954–55

Harlow Shapley, Ph.D., LL.D., Sc.D., Litt.D., Dr. (Hon.)
Astronomy, first semester, 1956–57

Philip Ellis Wheelwright, Ph.D.
Philosophy, second semester, 1957–58

Karl Lehmann, Ph.D.
Art, second semester, 1958–59

Alvin Harvey Hansen, Ph.D., LL.D.
Economics, second semester, 1959–60

Philippe Emmanuel Le Corbeiller, Dr.-ès-Sc., A.M. (Hon.)
Physics, first semester, 1960–61

Eudora Welty, B.A., Litt.D.
English, second semester, 1961–62

Dénes Bartha, Ph.D.
Music, second semester, 1963–64

Dietrich Gerhard, Ph.D.
History, first semester, 1967–68

Louis Frederick Fieser, Ph.D., Sc.D. (Hon.), D.Pharm. (Hon.)
Chemistry, second semester, 1967–68

Wolfgang Stechow, Dr. Phil., L.H.D., D.F.A. (Hon.)
Art, second semester, 1968–69

Robert A. Nisbet, Ph.D.
Sociology and Anthropology, first semester, 1971–72

Louise Cuyler, Ph.D.
Music, second semester, 1974–75

Herbert G. Gutman, Ph.D.
American Studies, 1977–78

Renée C. Fox, Ph.D., Litt.D. (Hon.)
Sociology and Anthropology, first semester, 1980–81

Auguste Anglès, Docteur ès Lettres
French, first semester, 1981–82

Victor Turner, Ph.D.
Religion and Biblical Literature, first semester, 1982–83

Robert Brentano, D. Phil.
History, first semester, 1985–86

Germaine Brée, Ph.D.
Comparative Literature, second semester, 1985–86

Carsten Thomassen, Ph.D.
Mathematics, first semester, 1987–88

Charles Hamilton, J.D., Ph.D.
Government, second semester, 1988–89

Triloki Nath Madan, Ph.D.
Anthropology, first semester, 1990–91

Armstead L. Robinson, Ph.D.
Afro-American Studies, first semester, 1991–92

Sheila S. Walker, Ph.D.
Afro-American Studies, second semester, 1991–92

Roy S. Bryce-Laporte, Ph.D.
Sociology, first semester, 1993–94

Trinh T. Minh-ha, Ph.D.
Women's Studies, second semester, 1993–94

Rey Chow, Ph.D.
Comparative Literature, second semester, 1995–96

June Nash, Ph.D.
Latin American Studies, first semester, 1996–97

Judith Plaskow, Ph.D.
Women's Studies and Jewish Studies, second semester, 1996–97

Irwin P. Ting, Ph.D.
Biological Sciences, first semester, 1997–98

Ruth Klüger, Ph.D.

German Studies, first semester, 1998–99

Romila Thapar, Ph.D.

Religion and Biblical Literature, second semester, 1998–99

Margaret Lock, Ph.D.

Anthropology, first semester, 1999–2000

Thomas Greene, Ph.D.

English Language and Literature, first semester, 2000–01

Carolyn Cohen, Ph.D.

Biochemistry/Biological Sciences, second semester, 2001–02

Nuala Ni Dhombnaill

Comparative Literature, first semester, 2002–03

Lauren Berlant, Ph.D.

Women's Studies, first semester, 2003–04

Nawal El Saadawi, M.D.

Comparative Literature, first semester, 2004–05

Frances Fox Piven, Ph.D.

Political Science and Sociology, second semester, 2006–07

Mohd Anis Md Nor, Ph.D.

Music, Dance and Theatre, first semester, 2007–08

János Pach, Ph.D.

Mathematics and Statistics, first semester, 2008–09

Randolph Hester, M.L.A.

Landscape Studies, second semester, 2009–10

Wayne Meeks, Ph.D.

Religion, first semester, 2010–11

The Ruth and Clarence Kennedy Professorship in Renaissance Studies

Commemorating the Kennedys' commitment to the study of the Renaissance and their long-standing devotion to Smith College

Charles Mitchell, M.A.

Art, 1974–75

Felix Gilbert, Ph.D.

History, 1975–76

Giuseppe Billanovich, Dottore di Letteratura Italiana

Italian Humanism, second semester, 1976–77

Jean J. Seznec, Docteur ès Lettres

French, second semester, 1977–78

Hans R. Guggisberg, D.Phil.

History, first semester, 1980–81

Alistair Crombie, Ph.D.

History of Science, second semester, 1981–82

John Coolidge, Ph.D.

Art, second semester, 1982–83

Howard Mayer Brown, Ph.D.

Music, first semester, 1983–84

Hendrik W. van Os, Ph.D.

Art, first semester, 1987–88

George Kubler, Ph.D.

Art, second semester, 1989–90

Susan Donahue Kuretsky, Ph.D.

Art, second semester, 1991–92

Diane De Grazia, Ph.D.

Art, second semester, 1993–94

Larry Silver, Ph.D.

Art, first semester, 1994–95

Andrée Hayum, Ph.D.

Art, second semester, 1994–95

Mark P. O. Morford, Ph.D.

Classical Languages and Literatures, 1995–96

Kenneth R. Stow, Ph.D.

Jewish Studies, 1996–97

AnnaMaria Petrioli Tofani, Dottore in Lettere

Art and Italian Language and Literature, first semester, 1997–98

Nancy Siraisi, Ph.D.

History of Sciences, first semester, 1998–99

Keith Christiansen, Ph.D.

Art, first semester, 1999–2000

Phyllis Pray Bober, Ph.D.

Art, first semester, 2001–02

Alison Brown, M.A.

History, first semester, 2001–02

Harry Berger, Jr., Ph.D.

Comparative Literature, first semester, 2002–03

James M. Saslow, Ph.D.

Art, second semester, 2003–04

Richard Cooper, Ph.D.

French, first semester, 2004–05

Deborah Howard, Ph.D.

Art, second semester, 2005–06

Andreas Kleinert, Ph.D.

History of Science, first semester, 2006–07

Caroline Elam, Hon.D.Arts.

Art, second semester, 2007–08

Rosemarie Mulcahy, Ph.D.

Art, second semester, 2008–09

Aileen Ribeiro, Ph.D.

Theatre, first semester, 2009–10

Peter Stallybrass, Ph.D.

Comparative Literature, first semester, 2010–11

The Academic Program

Smith: A Liberal Arts College

The tradition of the liberal arts reaches back into classical antiquity. Training the mind through the study of languages, literature, history, culture, society, mathematics, science, the arts and philosophy has for centuries been the favored approach in Europe and America for educating leaders. It is a general training, not intended as a preparation for any one profession. In the 19th century the liberal arts were characterized as providing “the *discipline* and *furniture* of the mind: expanding its powers, and storing it with knowledge,” to which was added, “The former of these is, perhaps, the more important of the two.” At many liberal arts colleges today this ideal is understood as implying both *breadth* and *depth* in each student’s course of studies, as well as the acquisition of crucial *skills* in writing, public speaking and quantitative reasoning.

From its foundation in 1871 Smith has taken a progressive, expansive and student-oriented view of its role as a liberal arts college. To the studies of the humanities and sciences the college early added courses in art and music, a substantial innovation for its time. In the same spirit the faculty has continued to integrate the new and the old, respecting all the while the individual needs of, and differences among, its students. As an early dean of the faculty wrote, it “is always the problem of education, to secure the proper amount of system and the due proportion of individual liberty, to give discipline to the impulsive and wayward and largeness of opportunity to those who will make good use of it.”

In the spirit of “individual liberty [and] largeness of opportunity” Smith College has since 1970 had no distribution requirements for graduation. In the interest of “discipline” each student must complete a major, to give *depth* to her studies, while to guarantee *breadth* she must take at least 64 credits outside the department or program of her major. As for “system,” the college assigns each beginning student a faculty member as academic adviser; each student later chooses a major adviser. Students, in consultation with their advisers, are expected to select a curriculum that has both breadth and depth, engages with cultures other than their own,

and develops critical skills in writing, public speaking, and quantitative reasoning.

The Smith faculty strongly recommends that students “pursue studies in the seven major fields of knowledge” listed below. Completion of a course in each of these areas is a condition for Latin Honors at graduation: to be eligible each student must take at least one course in each of the seven areas (see following, and Latin Honors on p. 27). Students who complete a course in each area will receive Liberal Arts Commendation and this will be noted on their transcripts.

The Curriculum

Each discipline within the liberal arts framework offers students a valid perspective on the world’s past, present and future. Therefore, we recommend that students pursue studies in the following seven major fields of knowledge:

- 1) *Literature*, either in English or in some other language, because it is a crucial form of expression, contributes to our understanding of human experience and plays a central role in the development of culture;
- 2) *Historical studies*, either in history or in historically oriented courses in art, music, religion, philosophy and theatre, because they provide a perspective on the development of human society and culture and free us from the parochialism of the present;
- 3) *Social science*, because it offers a systematic and critical inquiry into human nature, social institutions and human relationships;
- 4) *Natural science*, because of its methods, its contribution to our understanding of the world around us and its significance in modern culture;
- 5) *Mathematics and analytic philosophy*, because they foster an understanding of the nature and use of formal, rational thought;
- 6) *The arts*, because they constitute the media through which people have sought, through the ages, to express their deepest feelings and values;
- 7) *A foreign language*, because it frees one from the limits of one’s own tongue, provides access to another culture and makes possible communication outside one’s own society.

We further recommend that students take performance courses offered in exercise and sport studies, because they provide opportunities for recreation, health and the development of skills for the complete person.

Curricular Expectations and Requirements

In the course of their educations, Smith students are expected to become acquainted with—to master, as far as they are able—certain bodies of knowledge, but they are also expected to learn the intellectual skills necessary for using and extending that knowledge. The list below summarizes those expectations. While acknowledging that education can never be defined by a listing of subjects or skills, the faculty believes that such a listing may usefully contribute to the planning of an education, and it offers the list below in that spirit, as an aid to students as they choose their courses and assess their individual progress, and to advisers as they assist in that process.

In order to put their knowledge to use, to lay a foundation for further study, and to make effective contributions to the work of their communities, students should, by the time they graduate:

- I. Develop the ability to think critically and analytically and to convey knowledge and understanding, which require
 - writing clearly
 - speaking articulately
 - reading closely
 - evaluating and presenting evidence accurately
 - knowing and using quantitative skills
 - applying scientific reasoning
 - engaging with artistic creation and expression
 - working both independently and collaboratively
- II. Develop a historical and comparative perspective, which requires
 - learning foreign languages
 - studying the historical development of societies, cultures, and philosophies
 - understanding multi- and inter-disciplinary approaches
- III. Become an informed global citizen, which requires
 - engaging with communities beyond Smith
 - learning tolerance and understanding diversity

- applying moral reasoning to ethical problems
- understanding environmental challenges

The Writing Requirement

Each first-year student is required, during her first or second semester at Smith, to complete with a grade of C- or higher at least one writing-intensive course. Based on their level of proficiency, students will be directed toward appropriate intensive writing courses. Writing intensive courses will devote a significant amount of class time to teaching students to write with precision, clarity, economy and some degree of elegance. That is to say,

- 1) to articulate a thesis or central argument, or to create a description or report, with an orderly sequence of ideas, apt transitions, and a purpose clear to the intended audience;
- 2) to support an argument and to enrich an explanation with evidence;
- 3) when appropriate, to identify and to evaluate suitable primary and secondary sources for scholarly work, demonstrating awareness of library catalogues and databases and of the values and limitations of Internet resources;
- 4) to incorporate the work of others (by quotation, summary or paraphrase) concisely, effectively and with attention to the models of citation of the various disciplines and with respect for academic integrity;
- 5) to compose paragraphs that are unified and coherent;
- 6) to edit work until it is orderly, clear and free of violations of the conventions of standard written English (grammar, usage, punctuation, diction, syntax).

For the bachelor of arts degree, there are *no* further required courses outside the student's field of concentration. The college does, however, make two demands of the student: that she complete a major and that she take at least 64 credits outside the department or program of her major. The curricular requirements for the bachelor of science degree in engineering are listed in the courses of study section under Engineering. Furthermore, students who wish to become eligible for Latin Honors (see p. 27) at graduation or who wish to have Liberal Arts Commendation indicated on their transcripts must elect at least one course (normally four credits) in each of the seven major fields of knowl-

edge listed previously. Each student has the freedom and responsibility to choose, with the help of her academic advisers, a course of studies to fit her individual needs and interests. The curricular expectations and requirements for the degree therefore allow great flexibility in the design of a course of study leading to the degree.

The Major

A student's program requires a minimum of 36 credits in a departmental or interdepartmental major. For the bachelor of arts degree, one-half of a student's total program, or at least 64 credits, shall be taken outside the department or program of the major. Any course (including prerequisites) which is explicitly listed in the catalogue as required for, or counting toward, fulfilling the requirements of the major shall be considered to be inside the major for the purposes of this rule. The sole exception to the 64-credit rule is that in the case of a major requiring study of two foreign languages taught within a single department or program, no fewer than 56 credits shall be taken outside the department or program of the major. The requirements for each major are described at the end of the course listings for each major department and program. Normally, cross-listed and dual-prefixed courses are also considered to be inside the major.

Students declare their majors no later than the registration period during the second semester of the sophomore year but may declare them earlier. Once the major is declared, a member of the faculty in the major department, either chosen or assigned, serves as the student's adviser.

Major programs are offered by the following departments:

Afro-American Studies	Education and Child Study
Anthropology	Engineering
Art	English Language and Literature
Astronomy	French Studies
Biological Sciences	Geosciences
Chemistry	German Studies
Classical Languages and Literatures	Government
Computer Science	History
Dance	Italian Language and Literature
East Asian Languages and Literatures	Italian Studies
Economics	

Jewish Studies	Religion
Mathematics and Statistics	Russian Language and Literature
Music	Sociology
Philosophy	Spanish and Portuguese
Physics	Theatre
Psychology	

Interdepartmental majors are offered in the following areas:

American Studies	Latin American and Latino/a Studies
Biochemistry	Medieval Studies
Comparative Literature	Neuroscience
East Asian Studies	Study of Women and Gender
Environmental Science and Policy	
Film Studies	

If the educational needs of the individual student cannot be met by a course of study in any of the specified majors, a student may design and undertake an interdepartmental major sponsored by advisers from at least two departments, subject to the approval of the Committee on Academic Priorities. The guidelines for proposed student-designed interdepartmental majors are available in the class deans' office, College Hall.

Students in departmental majors or in student-designed interdepartmental majors may enter the honors program. A description of the honors program can be found on page 12.

On its official transcripts, the college will recognize the completion of no more than two majors, or one major and one minor, or one major and one Five College Certificate for each student, even if the student chooses to complete the requirements for additional majors, minors or certificates. No minor or second major may be in the same department or program as the first major.

The Minor

Students may consider the option of a minor in addition to a major. A minor consists of a sequence, designated by the faculty, of 20 to 24 credits from one or more departments. The minor may not be in the same department or program as the student's major.

In addition to minors in many departments and programs offering majors, the following interdepartmental minors are offered:

African Studies	Linguistics
Ancient Studies	Logic
Archaeology	Marine Science and
Arts and Technology	Policy
Astrophysics	Medieval Studies
Digital Art	Middle East Studies
Digital Music	Neuroscience
East Asian Studies	Public Policy
Ethics	Statistics
Exercise and Sports Studies	Study of Women and
History of Science	Gender
and Technology	Third World Development
Landscape Studies	Urban Studies
Latin American and	
Latino/a Studies	

Student-Designed Interdepartmental Majors and Minors

This course of study must differ significantly from an established major or minor and must include concentrated work in more than one department. For majors, at least one of the departments or programs must itself offer a major. Majors are expected to include 36 to 48 credits in related courses in more than one department. Normally, a minimum of 24 credits are at the 200 level or higher and a minimum of eight are at the 300 level. One of the 300-level courses may be the integrating project. Examples of self-designed majors include linguistics, exercise science and logic.

Minors are expected to include 20 to 24 credits in related courses in more than one department, of which no more than eight credits should be at the 100 level and at least four should be at the 300 level.

Proposals for majors may be submitted no earlier than the first semester of the sophomore year and no later than the end of advising week of the second semester of the junior year. The deadlines for submission of proposals are November 15 and April 15. Proposals for minors may be submitted to the Subcommittee on Honors and Independent Programs at any time after the major has been declared but no later than the end of the first semester of the senior year.

The major or minor proposal must include a statement explicitly defining the subject matter and method of approach underlying the design of the major or

minor; course lists; and, for the major, a clearly formulated integrating course or piece of work. Proposals must include letters of support from all advisers representing the areas of study central to the major and written recommendations signed by the chairs indicating approval of the departments or programs in the major.

Information about student-designed interdepartmental majors and minors is available from the dean of the senior class.

Five College Certificate Programs

Five College Certificate Programs provide a directed course of study in various interdisciplinary fields through the resources available at the five area colleges. Certificate programs are offered in addition to or in conjunction with the student's major. Certificates are awarded upon successful completion of a program by the appropriate Five College faculty councils on the recommendation of designated faculty advisers from the student's home institution. Current certificate programs require that the student earn a grade of B or above in all courses counting for the certificate and many require students to demonstrate competence in a language other than English. Each institution determines the method by which competence will be measured. (See pages 435–449 for individual Five College Certificate offerings).

Advising Premajor and Major Advisers

Each student has a faculty adviser who helps her select and register for courses that will satisfy the broad expectations of the college and will further her personal goals and aspirations. The dean of the first-year class assigns a premajor faculty adviser to each first-year student. This faculty member will continue to advise her until she chooses a major. The names of major advisers appear after each department's course listings.

Together the adviser and student devise a balanced academic program, making full use of the courses and programs available. The adviser approves all registration decisions, including changes made to the course program after the beginning of a semester. An adviser

can help a student find academic and personal resources and can help her select and pursue various optional programs. It is the joint responsibility of both student and adviser to plan a course program that will lead to successful completion of all degree requirements.

In addition to aiding in the selection of courses, major advisers often counsel students about preparation for graduate schools or careers. The more clearly a student can articulate her own vision and goals, the more productive will be her relationship with her adviser.

Minor Advisers

A student electing a minor will have the guidance of a faculty adviser who represents the discipline, in addition to the help of her major adviser. She normally must consult with her minor adviser at the time she initially elects the minor, and again when she needs to certify that the minor has been completed.

Engineering Advising

Students who are interested in engineering should consult the faculty listed on page 203.

Prebusiness Advising

Students who are interested in pursuing a graduate program in business should consult with the Career Development Office, which provides information and advice about all career fields and graduate training. Juniors and seniors who wish further advice on admissions criteria may consult a member of the Prebusiness Advisory Group. Please contact the Career Development Office for the names of faculty and staff members who are members of this group.

Premedical and Prehealth Professions Advising

Students who wish to prepare for careers in the health professions have special advising needs. They may major in any subject, provided their program includes courses that will satisfy the minimum entrance requirements for health professions schools.

Students interested in a premedical or other health-related program should consult page 133 for important information.

Prelaw Advising

Law schools accept students from any major; there is no prelaw curriculum. Students interested in pursuing a law degree are encouraged to pick up or print off a copy of the Career Development Office (CDO) handout on "Law School," and bring their questions to the prelaw adviser (Daryl Gehman, in the CDO).

Academic Honor System

In 1944, the students of Smith College voted to establish the Academic Honor System in the belief that each member of the Smith community has an obligation to uphold the academic standards of the college. The basic premise on which the code is based is that the learning process is a product of individual effort and commitment accompanied by moral and intellectual integrity. The Academic Honor Code is the institutional expression of these beliefs. The code requires that each individual be honest and respect and respond to the demands of living responsibly in an academic community.

Special Programs

Accelerated Course Program

With permission of the administrative board, students having a cumulative average of at least B (3.0) may complete the requirements for the degree in six or seven semesters. Four semesters, including two of these in the junior or senior year, must be completed in residence at Smith College in Northampton. A student who intends to study away from campus during the junior year should file her acceleration proposal by the end of the first year.

A maximum of 32 credits can be accumulated toward the degree through a combination of Advanced Placement (or similar), pre-matriculation, Interterm and summer school credits. Students whose acceleration plans include courses to be taken during Interterm should be aware of the fact that these courses are limited both in number and in enrollment and cannot be guaranteed as part of the acceleration plan. Requests for permission to accelerate should be filed with the student's class dean at least two full semesters before the proposed date of graduation.

The Ada Comstock Scholars Program

The Ada Comstock Scholars Program at Smith combines the rigorous academic challenges of the undergraduate program with flexibility for women beyond traditional college age.

Many women choose to work or raise a family rather than complete an education, but later wish to return to earn a degree. Established in 1975, the Ada Comstock Scholars Program allows nontraditional students to complete a bachelor's degree either part-time or full-time. Each Ada Comstock student attends the same classes and fulfills the same requirements as do all other Smith students. The program provides academic advising, orientation programs, peer advising, a center for the exclusive use of participants in the program and some housing. Career counseling and academic assistance are provided through specialized offices available on campus. Financial aid is available to all admitted students based on demonstrated need.

Reasons for becoming an Ada Comstock Scholar differ as widely as each woman's history, age, marital status, parenting circumstances and socioeconomic level. Each Ada Comstock Scholar has a high level of ability, strong motivation and at least a year of transferable liberal arts credit. This widely disparate group of women contributes vigor, diversity of perspective, intellectual ability and enthusiasm to all aspects of Smith life. Their achievements confirm the academic standard of the college.

A student admitted as a traditional first-year or transfer student normally will not be permitted to change her class status to Ada Comstock Scholar. A candidate's status as an Ada Comstock Scholar must be designated at the time of application.

For information about application procedures, see pages 44–45. Information about expenses and how to apply for financial aid can be found on pages 36 and 38. For more information about the Ada Comstock Scholars Program, contact the Office of Admission at (413) 585-2523; e-mail, admission@smith.edu; or fax (413) 585-2527.

Community Auditing: Nonmatriculated Students

Members of the local community who have earned a high school diploma are eligible to audit a lecture course at Smith on a space-available basis with the

permission of the instructor and the registrar. Forms for the faculty member's signature and more information about auditing are available at the Office of the Registrar. A fee is charged and is determined by the type of course. Normally studio art courses are not open to non-matriculated students. Auditors are invited to attend classes, but they do not participate in other aspects of college life. Records of audits are not maintained.

Five College Interchange

A student in good standing may take a course without additional cost at Amherst, Hampshire and Mount Holyoke colleges or the University of Massachusetts, if the course is appropriate to the educational plan of the student and approved by Smith College. A first-semester first-year student must obtain the permission of the class dean before enrolling in a Five College course. A list of Five College courses approved for Smith College degree credit is available at the registrar's office. Requests for approval of courses not on the list may be submitted to the registrar's office. However, Smith College does not accept all Five College courses for credit toward the Smith degree.

Departmental Honors Program

The Departmental Honors Program is for qualified students who want to study a particular topic or undertake research that results in a significant thesis or project within their major department or program during the senior year. Interested students should consult the director of honors in the major department or program about application criteria, procedures and deadlines. Students must have permission of the major department or program to enter the Departmental Honors Program. Information regarding the Departmental Honors Program may also be obtained from the dean of the senior class.

Independent Study Projects/Internships

Independent study projects may be proposed by juniors and seniors who wish to complete a special project of work or study on or off campus. All projects must be approved by the Committee on Academic Priorities and are under the direct supervision of Smith College faculty members. The maximum that may be granted for an off-campus project is eight credits. The maxi-

num that may be granted for an on-campus project is 16 credits. Any independent study project must be completed within a single semester. The deadline for submission of proposals is November 15 for a second-semester program and April 15 for a first-semester program. Information about the Independent Study Program is available in the office of the class deans. No independent study project may be undertaken during the summer or January.

All internships for credit must be approved in advance by the Committee on Academic Priorities and are under the direct supervision of a member or members of the faculty of Smith College. A maximum of eight credits can be granted for approved internships. Credit is not given for internships undertaken during January. For summer internships, tuition is charged by the credit. The deadline for submission of proposals is November 15 for a second-semester program and April 15 for a summer or first-semester program. Information and applications for internships are available in the class deans' office. A maximum of 16 credits for independent study projects and internships combined is allowed.

Smith Scholars Program

The Smith Scholars Program is designed for highly motivated and talented students who want to spend two to four semesters working on projects of their own devising, freed (in varying degrees) from normal college requirements. A student may apply at any time after the first semester of her sophomore year and must submit a detailed statement of her program, an evaluation of her proposal and her capacity to complete it from those faculty who will advise her and two supporting recommendations from instructors who have taught her in class. The deadlines for submission of proposals for the Smith Scholars Program are November 15 and April 15 of the student's junior year. The proportion of work to be done in normal courses will be decided jointly by the student, her adviser(s) and the Subcommittee on Honors and Independent Programs. Work done in the program may result in a group of related papers, an original piece of work, such as a play, or some combination of these.

A Smith Scholar may or may not complete a regular departmental major. Further details, guidelines and applications are available from the dean of the senior class.

Study Abroad Programs

Smith College offers a wide variety of study abroad opportunities, from Smith's own programs in Western Europe to Smith consortial and other approved programs all over the world. For the Smith Junior Year Abroad (JYA) programs in Florence, Hamburg, Geneva and Paris, a JYA program application must be filed by February 1 in the Office for International Study. For all other study-abroad programs, students must submit a study abroad credit application by February 15 for fall, full year or spring semester study. Students should contact the Office for International Study for information on deadlines and procedures since some programs allow for a fall application deadline. www.smith.edu/studyabroad.

For all study abroad programs, the Smith College comprehensive fee is charged. The comprehensive fee, covering tuition, room and board when classes are in session, is the same as the comprehensive fee for a year's study in Northampton. Smith pays tuition, room and board on behalf of the student to the study abroad program or the host institution.

Students are responsible for all expenses and all travel during program breaks or vacations. Incidental expenses vary according to individual tastes and plans, and funds for such expenses are not covered by the comprehensive fee.

All students who wish to study abroad must obtain approval from the Office for International Study. Students must be in good standing in academic and student conduct matters with a minimum GPA of 3.0, have a declared major and no shortage of credit at the time of application to be approved for study abroad. Students should note that a year or semester abroad does not count toward the required two years in residence at Smith College. Any student wishing to spend any part of the senior year abroad on a Smith or non-Smith program must petition the Administrative Board through the class dean.

Students attending programs with yearlong courses (LSE, SOAS) receive credit only if they have taken the final exams and final grades have been issued by the host institution.

In all instances, Smith reserves the right to approve, retract or deny a student's participation on study abroad.

Smith College Junior Year Abroad Programs

The Smith College Junior Year Abroad Programs provide students in a variety of disciplines the opportunity for study in foreign countries. Smith faculty direct the four programs in Europe: France (Paris), Germany (Hamburg), Italy (Florence) and Switzerland (Geneva). During the academic year students board with local families (Paris and Florence) or live in student residence halls (Geneva and Hamburg). During vacations the college assumes no responsibility for participants in the JYA programs, and students are free to travel, although by special arrangements in some programs they may stay in residence if they prefer.

The Paris and Florence programs last a full academic year. Students may study in Hamburg for a year or the spring semester, or in Geneva for a semester or a year. A student studying on a Smith College Junior Year Abroad Program will normally receive 34 credits for the academic year or 16–18 credits for a semester.

To be eligible to apply, students must have a minimum cumulative grade point average of 3.0 (B), a declared major and a minimum of one to two years of college-level instruction in the appropriate language, depending upon the program requirements, before they can be considered for admission to a Smith JYA program. All prospective candidates are urged to seek advice, beginning in their first year, concerning the best sequence of courses in the language of the country in which they wish to study. Students who spend the junior year abroad may apply for admission to the departmental honors program at the beginning of the senior year.

Applications for Smith JYA programs are reviewed by a selection committee. The selection process is competitive. Participants are selected from both Smith College and other colleges. All applications for the Smith College Junior Year Abroad Programs, including recommendations, must be filed with the Office for International Study by February 1.

If a student should withdraw from a Junior Year Abroad Program during the course of the year, it is college policy not to grant credit for less than a full year's work and to refund only those payments for board and room which may be recovered by the college. Tuition charges for the year are not refundable. Normally, students who withdraw from a Junior Year Abroad Program are withdrawn from Smith and may not return to the college the following semester.

Florence

The year in Florence begins with three weeks of intensive study in Italian language and culture, history and art history. Students take courses offered especially for Smith by university professors at the Smith Center. During the spring semester, students enroll in one or two courses at the Università di Firenze in the humanities, political science and education. Limited course options are also available in other subjects. The students live in private homes selected by the college. Since classes in Florence are conducted entirely in Italian, students are expected to have an excellent command of the language.

Geneva

The year in Geneva offers unique opportunities for study and an internship in an international organization to students of government, economics, economic history, European history, international relations, comparative literature, French studies, anthropology, psychology, environmental policy, sociology, history of art, and religion. Students are fully matriculated at the Université de Genève and may take courses at its associate institutes including the Institut de Hautes Études, Internationales et du Développement; Institute Européen; and L'École de Traduction et d'Interprétation.

The program begins with a three-week orientation including intensive French language study, culture and history courses and excursions. The academic year in Geneva begins in mid-September and continues until early July. During the semester, students study in French and/or English, and follow one of three tracks:

- A. Geneva International Internship Semester.
Intern at an international organization 3–4 days per week, study French, take History of International Organizations at the Smith Center, and enroll in one university course. Available fall or spring. Requires 3.0 GPA. No French required.
- B. University Studies in French or English.
Enroll in 4–5 Smith Center and university courses each semester, including French language. Part-time internship optional. Available fall, spring or academic year. Requires 3.0 GPA, 1–2 years college-level French.
- C. Advanced Program in International Studies and Development.
Enroll in two graduate-level courses at the Graduate Institute of International and Development Studies, and 2–3 university courses each semester. French language courses also recommended. Part-time internship optional. Available fall, spring or academic year. Requires 3.5 GPA, 1–2 years college-level French.

Application deadline is February 1 and admission will be offered on a rolling basis for all tracks and terms (fall, spring and academic year); spring students may apply by October 15 provided space is available. Early application is encouraged.

Hamburg

The academic year in Germany consists of two semesters (winter semester from mid-October to mid-February and summer semester from the beginning of April to mid-July) separated by a five-week vacation during which students are free to travel. The yearlong program begins with a five-week cultural orientation program in Hamburg providing language review, an introduction to current affairs and to the city of Hamburg, and excursions to other places of interest in Germany. During the academic year, the students are fully matriculated at the Universität Hamburg. They attend regular courses offered by the university, special courses arranged by Smith and tutorials to support their university course work. The program is open to students in every major field of study, and a wide variety of courses is available, including art (studio and history), biology, economics, history, history of science and technology, literature, mathematics, music history, philosophy, physics, psychology, religion and sociology.

The program offers a one-semester study option in the spring semester for students with one to two years of college German who may select courses in English or German, including German language, a core course on environmental studies, taught in English by a University of Hamburg professor, and university courses taught in German and English. The application deadline for the spring semester program is October 15.

Paris

The program in France begins with a three-week orientation devoted to intensive language study, supplemented by courses, lectures and excursions. In mid-September, each student selects a program of courses suited to her particular major. A wide variety of disciplines can be pursued at the Université de Paris; for example, art history at the Institut d'Art et d'Archéologie; history, literature, philosophy, religion and many other subjects at the Sorbonne (Paris IV); natural sciences at Paris VII; and political science at Institut d'Études Politiques. University courses may be supported with tutorials. Courses and seminars are also arranged exclusively for Smith students and offered at the Smith Center. The students live in private homes selected by the college. Since classes in Paris are conducted in French, students are expected to have an excellent command of the language.

Smith Consortial and Approved Study Abroad Programs

Smith consortial and other approved programs are available in all regions of the world, including Latin America, Asia, the Middle East, Oceania, Africa, the United Kingdom, and Europe. Smith consortial and approved study-abroad programs are selective but generally open to students with a strong academic background, sufficient preparation in the language and culture of the host country and a minimum GPA of 3.0. In order to earn credit for study abroad on these programs, students must apply to the program for admission and also to the Office for International Study for approval to earn study abroad credit.

Faculty at Smith advise students about study abroad course selection, and several academic departments have a special affiliation with specific Smith consortial programs. Consult the Web page of the Office for International Study, www.smith.edu/studyabroad, for the complete list of consortial and approved programs. Programs with a Smith consortial affiliation include the following:

Associated Kyoto Program (AKP)

Smith is one of the 16 institutional sponsors of the yearlong AKP program in Japan and conducts the selection process for Smith applicants. Interested students should consult the faculty in East Asian languages and cultures and East Asian studies.

Programa de Estudios Hispánicos In Cordoba (PRESCHO)

Smith is one of six sponsors of the semester or yearlong program in Cordoba, Spain, and conducts the selection process for Smith applicants. Interested students should consult faculty in the Department of Spanish and Portuguese.

South India Term Abroad (SITA)

Smith is one of nine sponsors of this fall, spring or yearlong program located in the ancient city Madurai, in the state of Tamil Nadu, South India. Interested students should consult the Office for International Study.

Program for Mexican Culture and Society in Puebla (PMCSPP)

This semester or yearlong residential study program is offered in collaboration with the Benemérita Universidad Autónoma de Puebla (BUAP), one of Mexico's leading public universities. It offers courses in the humanities and social sciences. Smith conducts the selection process for Smith students. Interested students should consult faculty in the Department of Spanish and Portuguese.

Off-Campus Study Programs in the U.S.

Jean Picker Semester-in-Washington Program

The Department of Government offers the Jean Picker Semester-in-Washington Program during the fall semester to provide juniors and seniors in government or related majors an opportunity to study the process by which public policy is made and implemented at the national level. The program is described in detail on page 278. Students participating in this program are not considered to be in residence at Smith College.

Internship at the Smithsonian Institution

The American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. Under the supervision of outstanding scholars, qualified students may examine some of the finest collections of materials relating to the development of culture in America. The program is described in detail on page 79 and the American Studies Web site.

Twelve College Exchange Program

Smith College participates in an exchange program with the following colleges: Amherst, Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Trinity, Vassar, Wellesley, Wesleyan and Wheaton. The program also includes two one-semester programs: the National Theater Institute in Waterford, Connecticut, sponsored by Connecticut College, and the Williams–Mystic Seaport Program in American Maritime Studies, in Mystic, Connecticut, sponsored by Williams College. The exchange is open to a limited number of students with a minimum 3.0 average and is intended primarily for the junior year. Normally, students participating in the program may not transfer to the host institution at the end of their stay there. Students should be aware that the member colleges may limit or eliminate their participation in the exchange in any particular year due to space constraints.

A limited pool of financial aid is available for students studying in the Twelve College Exchange. International students may apply for the exchange; however, Smith financial aid does not carry to the host institution.

Students accepted into the program are expected to pay the fees set by the host institution and to comply with the financial, social and academic regulations of that institution. The course of study to be followed at the host institution must be approved in advance by the student's major adviser at Smith College. All grades earned through exchange programs are recorded on the Smith transcript but are not included in the Smith GPA and therefore are not included in the calculation of honors.

Application forms are available in the class deans' office and on the class deans Web site.

Pomona-Smith Exchange

The college participates in a one-to-one student exchange with Pomona College in Claremont, California. Sophomores and juniors in good standing, with a minimum 3.0 (B) average, are eligible to apply. Applications are available in the class deans' office and on the class deans Web site.

Spelman-Smith Exchange

The college participates in a one-to-one student exchange with Spelman College in Atlanta, Georgia. Sophomores and juniors in good standing, with a minimum 3.0 (B) average, are eligible to apply. Applications are available in the class deans' office and on the class deans Web site.

Princeton-Smith Engineering Exchange

An exchange program between Princeton University and Smith College permits students from Smith's Picker Engineering Program to study at Princeton and engineering students from Princeton to study at Smith. Both programs share the goal of producing leaders for the 21st century and the belief that successful engineers can identify the needs of society and direct their talents toward meeting them. This program is available to student in the spring semester of their sophomore or junior year.

Prior to applying for admission to the program, a student will discuss the course and research opportunities with her academic advisor. Applications must be submitted to the Director of Engineering by October 20, and the candidates will be notified by November 15. If accepted, the Smith student must submit a leave of absence form to the junior class dean by December 1.

The Campus and Campus Life

Smith's 147-acre campus is a place of physical beauty and interesting people, ideas and events. Students enjoy fine facilities and services in a stimulating environment. We continually improve our library and museum holdings, which are already among the finest in the country, and upgrade our equipment to give students here every technological advantage.

Smith attracts faculty members and students who are intellectually energetic and highly motivated. Together, we form a community with diverse talents and interests, skills and training, and religious, cultural, political, geographic and socioeconomic backgrounds. Many groups, activities and events arise from our broad range of interests. Members of the Five College community are welcome in classes and at most campus events. Their participation expands even further the perspectives and experiences we represent.

All undergraduate students at Smith are part of the Student Government Association, which supports approximately 130 student organizations and their projects and programs. These organizations enrich the lives of their participants and of the general community through a wealth of concerts, presentations, lectures, readings, movies, workshops, symposia, exhibits and plays that enhance the rhythm of campus life. Academic and administrative departments and committees, resource centers, individual faculty members and alumnae also contribute to the already full schedule.

The pace and style of campus life vary greatly, as each woman creates the academic and social lifestyle best suited to her taste. Daily campus life includes periods both of great activity and movement and of quiet and intense concentration. There is time for hard work, for listening and speaking, for learning and teaching and for friends, fun and relaxation. The extracurricular social, athletic and cultural events on campus, in Northampton, and in the Five College area keep this an exciting center of activity. Each student learns through the overwhelming choices open to her how to develop and sustain a pace of life that is balanced and fulfilling.

Facilities

Much of the daily campus activity at Smith occurs in the following centers.

Smith College Libraries

With a collection of more than 1.7 million books, periodicals, microforms, maps, scores, recordings, rare books, archives, manuscripts and computer databases, the Smith College Libraries rival many university libraries. We are committed to providing undergraduates with firsthand research opportunities not only through our extensive resources but also through specialized services. We maintain open stacks, provide individual research assistance, collaborate with faculty in teaching classes on research tools and techniques and borrow materials from other libraries worldwide through our interlibrary loan service. The libraries' Web site (www.smith.edu/libraries) links students to the Five College Library catalog, with the holdings of Smith, Amherst, Mount Holyoke and Hampshire colleges and the University of Massachusetts at Amherst, to general and subject databases, and to full-text resources.

The William Allan Neilson Library, named after Smith's third president, serves as the main social sciences and humanities library and includes the library administrative offices. On the third floor, the Mortimer Rare Book Room showcases nearly 40,000 printed books in all subjects from the 15th through 20th centuries plus the Virginia Woolf and Sylvia Plath manuscript collections. The Rare Book Room is open to all undergraduates for browsing and in-depth study of these specialized materials.

The Alumnae Gymnasium, connected to Neilson Library, houses the internationally renowned Sophia Smith Collection, the oldest national repository for primary sources in women's history; and the College Archives, which documents the history of Smith. The archivists work closely with students and faculty through course work and the Archives Concentration.

Strong branch libraries help set Smith apart from other undergraduate colleges by providing specialized

resources and services in specific subject areas. The three branches, described in sections below, are the Hillyer Art Library in the Brown Fine Arts Center, the Young Science Library in Bass Hall (Clark Science Center) and the Werner Josten Library for the Performing Arts in the Mendenhall Center.

Neilson Library hours (Academic Year)

Monday–Thursday	7:30 a.m.–1 a.m.
Friday	7:30 a.m.–9 p.m.
Saturday	10 a.m.–9 p.m.
Sunday	10 a.m.–1 a.m.

Hours vary during reading and exam periods, intersession, summer, vacations and holidays.

Clark Science Center

The Clark Science Center is composed of six interconnected buildings housing eight academic departments (astronomy, biological sciences, chemistry, computer science, geology, mathematics, physics and psychology) and four programs (biochemistry, engineering, environmental science and policy, and neuroscience), with approximately 85 faculty and 20 staff.

The center, which includes Burton, Sabin-Reed, McConnell and Bass halls, the temporary engineering building and Young Science Library, meets the most exacting specifications for modern scientific experimentation and equipment. Science center facilities include traditional and computer classrooms, seminar rooms, a large lecture hall, a computer resource center, student laboratories and faculty offices and research space.

The educative mission in the sciences is supported by an administrative office, stockroom, technical shop, environmental health and safety services, science inreach programming and an animal-care facility. The Young Science Library, a state-of-the-art science library and one of the largest science libraries at a liberal arts college in the United States, houses more than 163,000 volumes, 22,500 microforms, 700 periodical subscriptions, and 154,000 maps, and provides a wide array of electronic resources including access to the Internet. Student laboratories customarily enroll between 12 and 20 students and are faculty taught. Summer student research opportunities are available.

A new engineering and science complex is currently under construction. The much anticipated opening of Ford Hall in fall 2009 will mark the beginning of an

exciting new chapter of science center development at Smith College.

Adjacent to the Clark Science Center are the Botanic Gardens and Lyman Plant House, with greenhouses illustrating a variety of climates. The campus grounds are an arboretum, with plants and trees labeled for easy identification.

Young Science Library hours (Academic Year)

Monday–Thursday	7:45 a.m.–midnight
Friday	7:45 a.m.–11 p.m.
Saturday	10 a.m.–11 p.m.
Sunday	10 a.m.–midnight

Hours vary during reading and exam periods, intersession, summer, vacations and holidays.

Brown Fine Arts Center

The three portions of the Fine Arts Center serve different functions. Hillyer Hall, which houses the art department, is a center for the creative endeavors of students and faculty. Its studios for students of drawing, painting, design, sculpture, print-making and photography are supplemented by darkroom facilities, faculty offices and classrooms.

Hillyer Art Library houses collections of more than 117,000 volumes, 38,000 microforms, 200 current periodicals, and a broad range of bibliographic databases and full-text electronic resources. The art library facilities provide a variety of spaces for individual and group study with power and data connectivity available at all seats.

Tryon Hall is home to the Smith College Museum of Art, known as one of the nation's outstanding museums affiliated with a college or university. Its collection, numbering approximately 24,000 objects, represents works dating from the 25th century B.C.E. to the present.

Art library hours

Monday–Thursday	9 a.m.–11 p.m.
Friday	9 a.m.–9 p.m.
Saturday	10 a.m.–9 p.m.
Sunday	noon–midnight

Hours vary during reading and exam periods, intersession, summer, vacations and holidays.

Museum hours

Tuesday–Saturday, 10 a.m.–4 p.m.

Sunday, noon–4 p.m.

Second Fridays, 10 a.m.–8 p.m. (4–8 p.m. free to all)

Closed Mondays and most major holidays

Mendenhall Center for the Performing Arts

Named for Thomas Mendenhall, president of the college from 1959 to 1975, the Center for the Performing Arts celebrates music, theatre and dance. Three sides of the quadrangle were completed in 1968, joining Sage Hall to complete the college's commitment to modern and comprehensive facilities for the performing arts. Berenson Studio for dancers accommodates both individual and class instruction in two mirrored studios. The theatre building has extensive rehearsal space, shops and lounges that support productions in Theatre 14, which holds an audience of 458; the versatile Hallie Flanagan Studio Theatre, with its movable seats for 200; and the T.V. studio, which has flexible seating for 80. The Werner Josten Library welcomes students, making available more than 99,000 books and scores, 2,000 video recordings, 237 current periodical titles and 58,000 recordings to enjoy in comfortable reading rooms and in listening rooms for individuals and groups. Sage Hall allows students to practice their music at one end and perform it in Sweeney Concert Hall, the gracious 650-seat auditorium at the other. In between are faculty offices and classrooms. The Mendenhall Center for the Performing Arts is crowned by a tower with a peal of eight bells hung for change ringing.

Werner Josten Library hours

Sunday	2–9 p.m.
Monday–Thursday	10 a.m.–9 p.m.
Friday	10 a.m.–5 p.m.

Hours vary during reading and exam periods, intersession, vacations and holidays. It will be closed during the summer.

Poetry Center

Located on the first floor of Wright Hall, the Poetry Center is a bright, serene reading room, with a library that includes signed copies of books by all the poets

who have visited Smith since 1997. It also features a rotating display, often including poetry materials borrowed from the Mortimer Rare Book Room. The current display features poetry books by alumnae. While the room mainly provides a space in which to read, write and meditate, it can also be reserved for appropriate events by Smith faculty, academic departments and administrative offices.

Reading room hours:

Monday–Friday 8:30 a.m.–4:30 p.m.
except when booked for events

Wright Hall

Wright Hall supports a variety of activities. The 400-seat Leo Weinstein Auditorium, seminar rooms, the Poetry Center and faculty offices draw students for formal classroom study, for lectures and special presentations, for informal discussions and for research. Wright Hall is also home to the college's interdisciplinary centers for engagement, learning and leadership. The Center for Community Collaboration; the Center for the Environment, Ecological Design & Sustainability; and the Global Studies Center offer the opportunity to respond to emerging student and scholarly interests, to provide contexts for internships and independent projects and to address real-world challenges.

Information Technology Services

Information Technology Services' academic facilities span the campus, with public computing labs in several buildings and a campuswide fiber-optic network allowing computer access from all buildings and residential houses. Resources, which are continually expanding, include more than 600 Windows and Macintosh computers used for word processing, graphics, numerical analysis, electronic mail and access to the Internet; and numerous UNIX computers, used for statistical analysis, computer programming, electronic communications and other class assignments. In addition, Information Technology Services administers the Smith College Computer Store, through which a student may purchase a personal computer at a discounted price. There are no fees for the use of computers in the resource centers, but there is a small fee for printing. Smith students may need to be enrolled in a course to have access to some specialized computer facilities. Students living on cam-

pup also have access to Smith's computer resources and the Internet through CyberSmith, the residential house network, and through a growing number of campus locations providing wireless access.

Office of Disability Services

Smith College is committed both philosophically and legally to assuring equal access to all college programs and services. The college pursues the goal of equal access through proactive institutional planning and barrier removal, as well as through the provision of reasonable and appropriate accommodations to students, staff and faculty with documented disabilities. The Office of Disability Services coordinates accommodations and facilitates the provision of services to students with documented disabilities. A student may voluntarily register with the Office of Disability Services by completing the disability identification form and providing documentation of her disabilities, after which proper accommodations will be determined and implemented by the college.

Jacobson Center for Writing, Teaching and Learning

The Jacobson Center, located in Seelye 307, offers a variety of services and programs to help students develop skills in writing, public speaking and effective learning. Professional writing counselors are available to review student drafts, point out strengths and weaknesses, and offer suggestions for improvement. Similar help is provided by student writing tutors in the evenings and on weekends.

Academic coaching and workshops on time management and study skills are available to reinforce learning strategies. The tutorial program provides help by matching students with peer tutors in the languages and all other non-quantitative subjects. In addition, the center sponsors the Working Writers series on popular nonfiction, interterm courses on popular nonfiction, and interterm workshops on good writing. These services are free and well utilized by Smith students, ranging from the first-year student in an introductory course to the senior completing an honors thesis.

Lastly, for faculty, the center offers pedagogical resources and workshops on the teaching of writing as well as the opportunity to receive confidential mid-semester feedback from students while courses are still

in progress via our Mid-Semester Assessment (MSA) program. Full information on the Jacobson Center is available at www.smith.edu/jacobsoncenter.

Quantitative Learning Center

The Quantitative Learning Center (QLC), located on Level 2 of Neilson Library, offers tutoring, provides space to study, and has computers with software for both the natural sciences and for statistics in the social sciences (SPSS).

Students can find support for working with quantitative material through both appointments and drop-in tutoring. For students who need individual help with mathematical material, the Quantitative Skills Counselor is available for appointments. Students employed as master tutors for chemistry, economics and physics are located in the QLC, and master tutors in engineering are administrated by the QLC. The social sciences Q-Tutor can help with statistics for social sciences, with using Excel or with SPSS. The Statistics Counselor is available to support most of the statistics courses on campus, including all of the introductory statistics courses. The QLC also runs a series of review sessions each semester.

The QLC has large tables where individuals or small groups can study, four whiteboards and a SMART® board, and six computers that dualboot both Mac and Windows operating systems in a bright, welcoming space. For more information, see www.smith.edu/qlc.

The Louise W. and Edmund J. Kahn Liberal Arts Institute

The Kahn Liberal Arts Institute is an innovative center for collaborative and multi-disciplinary research at Smith College. Located on the third floor of the Neilson Library, the institute enhances intellectual life on the campus by bringing together students, faculty and distinguished visiting scholars to work on yearlong, multidisciplinary projects of broad scope. Each of these collaborative projects spawns a broad range of intellectual and artistic events that are open to the entire Smith College community, while providing the space and the resources for organized research colloquia for designated groups of faculty and student fellows. In these intensive weekly meetings, Kahn fellows discuss and debate the issues and problems arising out of their com-

mon research interests, generating a level of intellectual exchange that exemplifies the best of what a liberal arts education can offer. For more information, visit the Kahn Institute Web site at www.smith.edu/kahninstitute.

Athletic Facility Complex

Just as Alumnae Gymnasium was the “state of the art” gymnasium back in 1892 when women’s basketball was first introduced, today’s four-building athletic complex is equally impressive. Scott Gymnasium is home to a dance studio, gymnasium, training room and the Human Performance Laboratory. Ainsworth Gymnasium provides a swimming pool with one- and three-meter diving boards, five international-sized squash courts, a fitness studio with a 24-foot-high climbing wall and an intercollegiate gymnasium. The indoor track and tennis building, the site of three national NCAA track meets, includes four tennis courts and a 200-meter track resurfaced in February 2004.

The 6,500-plus square foot Olin Fitness Center features 40 pieces of aerobic machines, each with individual TV screens as well as 50-plus weight-lifting stations. The facilities of the sports complex are augmented by 30 acres of athletic fields. Field hockey and lacrosse teams play on a new artificial turf field with soccer, rugby and softball fields encircled by a 3/4-mile cinder jogging track. For the serious runner, there is a 400-meter all-weather track, and for those who enjoy the peaceful solitude of a run through the woods, there is a 5,000-meter cross-country course. Equestrians can enjoy the indoor riding ring while the avid tennis competitor will find the 11 lighted outdoor courts a pleasure. The boathouse on Paradise Pond is home to the Smith Outdoors Program and is open for novice rowers or canoe paddlers.

Ainsworth/Scott Gymnasium, Olin Fitness Center, and Indoor Track and Tennis Facility

Monday–Thursday	6 a.m.–9 p.m.
Friday	6 a.m.–7 p.m.
Saturday–Sunday	9 a.m.–5 p.m.

Campus Center

The Campus Center is the center of community at the college, providing services, programs and conveniences for all members of the Smith College community. The center provides space for informal socializing, reading and relaxing, and is a lively and dynamic atmosphere

for activities and entertainment. Informal and formal meetings spaces, recreation and dining spaces, lounges, work space for student organizations, the college bookstore, student mailboxes and a café are all housed in the center.

Campus Center Hours

Monday–Thursday	7 a.m.–midnight
Friday	7 a.m.–2 a.m.
Saturday	9 a.m.–2 a.m.
Sunday	9 a.m.–midnight

Student Residence Houses

Smith is a residential college, and students are expected to reside on campus during their academic studies at Smith. Students live in 36 residence buildings with capacities of 12 to 100 students. The houses range in architectural style from contemporary to Gothic to classic revival. Each house has a comfortable living room, a study or library, and laundry facilities. Students at all levels, from first-years to seniors, live together in each house, advising, supporting and sharing interests with one another. Smith provides many dining options and plenty of variety, including vegetarian and vegan meals. The 15 dining rooms offer different menus, themes and types of food, and no matter which house a student lives in, they may choose to eat wherever they wish. A variety of specialty living options are also available for students: apartments for Ada Comstock Scholars, two small cooperative houses and an apartment complex for a limited number of juniors and seniors offer additional alternative living arrangements to students.

Intercollegiate Athletics, Recreation and Club Sports

A three-tier system of intercollegiate athletics, recreational activities and club sports provides satisfying and successful experiences that will develop in the Smith student a desire to participate in activity regularly throughout life. Our broad-based athletic program invites students to participate on one of 14 intercollegiate teams. Recreational activities provide fitness opportunities as well as special events, while our club sports introduce training in several sports. Visit www.smith.edu/athletics/facilities for a current listing of activities and opportunities.

Smith Outdoors

Smith Outdoors is the outdoor adventure program offered through Smith's athletics department. Based out of the Paradise Pond boathouse, Smith Outdoors offers a variety of clinics, presentations and off-campus trips throughout the year. The focus is on providing an outdoor setting for recreation, socialization, self-empowerment and education. Activities vary from foliage hikes and ice-skating to more adventurous trips like rock climbing, backpacking and whitewater rafting. Also included are open hours for recreational paddling on Paradise Pond and rock climbing at the indoor climbing wall located in Ainsworth Gym. For more information, send e-mail to smithoutdoors@smith.edu or visit the Web site at www.smith.edu/athletics/club-sports/smithoutdoors.html.

Career Development

The Career Development Office provides assistance to students to prepare them for changing career environments and climates. We work with Smith women to help them develop the skills, knowledge, and global and personal foresights they will need to navigate their professional careers, even when economic and personal circumstances change.

Our professional staff offers advising, both individually and in groups, and our services are available throughout the academic year and summer months. We hold seminars, workshops and industry discussions that cover internships, career field exploration, résumé writing, effective interviewing and job search strategies, networking, applying to graduate and professional schools, and summer jobs. We help students assess their individual interests, strengths and weaknesses; establish priorities and make decisions; and present themselves and their backgrounds effectively. Our extensive career resource library and Web site support students in their research and exploration.

Praxis Summer Internship Funding Program

"Praxis: The Liberal Arts at Work," administered through the Career Development Office, funds students to work at substantive, unpaid summer internships related to their academic and/or career interests. By offering financial support, the college acknowledges the importance of internships in helping students explore careers, observe the practical applications of their academic studies, and gain work experience that

enhances their marketability to employers and graduate schools. Since the majority (about 70 percent) of internships are unpaid, Praxis stipends are intended to make it financially possible for students to work at substantive summer internships. Praxis funding is a one-time opportunity. A student may use a Praxis stipend for an approved internship in the summer following her sophomore or junior year. CDO staff and resources offer guidance and assistance to students in locating opportunities that meet their individual interests. Proposed internships are reviewed by a member of the faculty and by CDO staff. Each year approximately 400 students work at summer internships funded through Praxis.

Health Services

www.smith.edu/health

Health Services provides medical and psychological services for all Smith students. Through outpatient services located in the Elizabeth Mason Infirmary, students see physicians, nurse practitioners and nurses for medical problems and questions, just as they would see their own providers at home. For psychological issues, students see social workers, clinical nurse specialists and graduate social work interns. A psychiatrist is also available. Health education is provided on relevant topics.

Health Service

The same standards of confidentiality apply to the doctor-patient relationship at Smith as to all other medical practitioners. We offer a full range of outpatient services to our patient population, including gynecological exams and testing; nutrition counseling; routine physicals for summer employment and graduate school; immunizations for travel, flu and allergies; and on-site laboratory services.

In case of unusual or serious illness, specialists in the Northampton and Springfield areas are available for consultation in addition to service provided at a nearby hospital.

Counseling Service

The Counseling Service provides consultation, individual and group psychotherapy and psychiatric evaluation and medication. These services are strictly confidential. The Counseling Service is available to all students, free of charge. It is staffed by licensed mental health professionals and supervised graduate interns.

College Health Insurance

The college offers its own insurance policy, underwritten by an insurance company, that covers a student in the special circumstances of a residential college. It extends coverage for in- and outpatient services not covered by many other insurance plans. However, this policy does have some distinct limitations. Therefore, we strongly urge that students having a pre-existing or recurring medical or psychiatric condition continue their precollege health insurance. Failure to waive the plan will result in automatic enrollment in the college health plan.

We maintain certain regulations in the interest of community health as outlined in the college handbook and expect all students to comply. Before arriving at the college, each student must complete her Health Pre-Admission Information Form and send it to the Health Services. It is important to note that Massachusetts law now mandates that students must get the required immunizations before registration. Students accepted for a Junior Year Abroad Program or who plan to participate in intercollegiate sports or certain exercise and sport programs may be required to have a physical exam by a college practitioner first.

Religious Expression

The college encourages student spiritual development and many expressions of religious faith on campus. The dean of religious life is responsible for overseeing the program, advising student religious organizations and promoting a spirit of mutual understanding, respect, and interfaith collaboration. Students gather to eat, pray, conduct religious rituals, meditate, discuss important issues and engage in voluntary community service. The college has relationships with local religious leaders who serve as advisers to student religious organizations and often provide opportunities for students to engage with the larger Northampton community. A multi-faith council of student leaders meets several times each year to discuss the spiritual needs of students, plan joint activities, and foster a campus climate of mutual respect. Information about events can be found at www.smith.edu/religiouslife.

The Helen Hills Chapel is home to a robust arts program as well. The Office of Religious and Spiritual Life sponsors concerts, lectures, films, and exhibits by student and faculty musicians, and visiting artists. The college organist directs Handbell Choir rehearsals in the

chapel and uses the Aolian-Skinner organ for teaching and performances.

The college recognizes that meals can be an important aspect of religious observance. Therefore, kosher and halal meals are available to students in the Cutter-Ziskind dining room during the week. In addition, students prepare and host a kosher Shabbat meal and community gathering each Friday evening. Religious holidays such as Easter, Ramadan, Passover, and Diwali are often marked with campus-wide celebrations as well.

College policy states that any student who is unable because of religious observance to attend classes, participate in an examination, study, or work on a particular day will be excused from such activities without prejudice and will be given an opportunity to make them up, provided such make up work does not create an unreasonable burden on the college. No fees will be charged for rescheduling an examination. It is each student's responsibility to request an excused absence from a faculty member in advance.

The Student Body

Summary of Enrollment, 2009–10

Undergraduate Students

	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Ada Comstock Scholars	Totals
Northampton area ¹	706	436	639	666	85	2,532
Not in residence	20	238	22	1	2	283

Five College course enrollments at Smith:

First semester	669
Second semester	768

Graduate Students

	Full-time degree candidates	Part-time degree candidates	Special students
In residence	65	21	4

Smith students studying in off-campus programs

	Florence	Geneva	Hamburg	Paris
Smith students	20	8	7	22
guest students	0	3	2	0

1. Guest students are included in the above counts.

In accordance with the Student Right-To-Know and Campus Security Act, the graduation rate for students who entered Smith College as first-year students in September 2003 was 84 percent by May 2009. (The period covered is equal to 150 percent of the normal time for graduation.)

Geographical Distribution of Students by Residence, 2009–10

United States					
Alabama	5	Vermont	65	Nepal	4
Alaska	4	Virginia	40	New Zealand	1
Arizona	16	Washington	53	Nigeria	3
Arkansas	3	West Virginia	6	Norway	1
California	213	Wisconsin	19	Oman	1
Colorado	20	Wyoming	2	Pakistan	12
Connecticut	153			Paraguay	2
Delaware	6	Foreign Countries		People's Republic of China	57
District of Columbia	6	Afghanistan	1	Philippines	2
Florida	58	Armenia	1	Republic of Korea (South)	50
Georgia	12	Austria	2	Romania	3
Guam	1	Bangladesh	4	Russia	1
Hawaii	7	Botswana	1	Serbia	1
Idaho	1	Brazil	1	Singapore	4
Illinois	46	Bulgaria	3	South Africa	1
Indiana	14	Burkina Faso	1	Spain	1
Iowa	4	Canada	12	Sri Lanka	4
Kansas	6	Costa Rica	1	St. Vincent and Grenadines	1
Kentucky	10	Croatia	1	Sweden	1
Louisiana	4	Czech Republic	1	Switzerland	4
Maine	73	Denmark	2	Taiwan	3
Maryland	80	Egypt	1	Thailand	1
Massachusetts*	584	England	2	The Bahamas	2
Michigan	13	Ethiopia	1	Tunisia	1
Minnesota	39	France	8	Turkey	1
Mississippi	2	Georgia	1	Uganda	1
Missouri	9	Germany	5	United Arab Emirates	1
Montana	2	Ghana	4	United Kingdom	5
Nebraska	6	Greece	7	Uruguay	1
Nevada	5	Guatemala	1	Vietnam	6
New Hampshire	73	Honduras	1	Zimbabwe	2
New Jersey	131	India	6		
New Mexico	12	Iran	1		
New York	347	Iraq	1		
North Carolina	29	Israel	1		
North Dakota	1	Italy	1		
Ohio	47	Japan	3		
Oklahoma	8	Kenya	4		
Oregon	33	Kyrgyzstan	1		
Pennsylvania	83	Latvia	1		
Puerto Rico	2	Lebanon	1		
Rhode Island	17	Malaysia	3		
South Carolina	3	Mauritius	2		
Tennessee	11	Moldova	1		
Texas	50	Mongolia	1		
Utah	11	Morocco	1		
		Myanmar	3		

* This includes Ada Comstock Scholars and graduate students who move to Northampton for the purpose of their education.

Majors

	Class of 2010		Class of	Ada Comstock	Totals
	(Seniors)	(Honors)	2011	Scholars	
Psychology	66	8	64	3	141
Government	64	2	64	3	133
Economics	74	1	55	1	131
Art: History	24	1	28	1	54
Art: Studio	23	2	16	3	44
Art: Architecture & Urbanism	20	0	11	1	32
English Language & Literature	43	4	46	3	96
Biological Sciences	41	3	35	1	80
Sociology	33	0	32	1	66
Neuroscience	33	1	29	2	65
History	29	1	32	3	65
Spanish	28	0	22		50
Portuguese-Brazilian Studies	3	0	4		7
American Studies	21	3	23	7	54
Anthropology	31	2	18		51
Study of Women and Gender	27	0	21	1	49
Mathematics & Statistics	21	2	20		44
Engineering	19	6	17		42
Education & Child Study	22	0	16	3	41
Biochemistry	15	5	13	1	34
French Studies	18	0	14		32
Chemistry	6	5	17		28
Philosophy	9	2	11	1	23
Computer Science	9	1	11		21
Religion	6	2	11		19
Italian Studies	11	1	3		15
Italian Language & Literature		0	4		4
Geology	5	1	12		18
Geosciences		0		1	1
Theatre	10	0	9		19
East Asian Languages & Cultures	7	0	11		18
German Studies	8	1	9		18
Comparative Literature	5	0	11		16
Classical Studies	6	0	4		10
Classics	3	0	2		5
Russian Literature	7	0	1		8
Russian Civilization	3	0	3		6
East Asian Studies	5	0	8		13
Film Studies	5	2	5	1	13
Music	6	1	4		11
Latin American Studies	8	0	3		11
Liberal Studies	9	0	1		10
Jewish Studies	3	1	5		9
Dance	1	0	5	3	9
Afro-American Studies	3	1	4	1	9
Physics	3	1	4		8
Medieval Studies	1	0	5		6
Environ Biology & Sust Devel	0	1	1		3
Astronomy	1	0			1
Asian American Studies		0	1		1
Exercise Science	1	0			1
Logic	1	0			1
Middle Eastern Studies		0	1		1
Speech & Language Science	0	1			1
Linguistics & Arabic		0	1		1

Recognition for Academic Achievement

Academic Achievements

Each year approximately 25 percent of the graduating class is awarded the bachelor of arts degree with Latin Honors and/or departmental honors.

Latin Honors

Latin Honors are awarded to eligible graduating seniors on the basis of the cumulative grade point average for a minimum of 48 graded credits earned during the sophomore, junior and senior years. Only grades from Smith College courses and courses taken on the Five College Interchange are counted; Smith Junior Year Abroad grades are considered Smith grades. No grades from exchange programs in this country or abroad are counted. Pluses and minuses are taken into account; grades of P/F (Pass or Fail) or S/U (Satisfactory or Unsatisfactory) do not enter into the calculations.

If a student spends one of her sophomore through senior years away from Smith (with the exception of the Smith Junior Year Abroad Program), the grades from the remaining two years will be used. Grades from the first year are never counted. The minimum grade point average for Latin Honors varies each year depending on the overall grade distribution in the senior class and is not published. The degree may be awarded *cum laude*, *magna cum laude* or *summa cum laude* on the basis of meeting eligibility requirements and of a very high level of academic achievement.

Students who wish to become eligible for Latin Honors at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge listed on pp. 7–8 (applies to those students who began at Smith in September 1994 or later and who graduated in 1998 or later). Course listings in this catalogue indicate in curly brackets which area(s) of knowledge a given course covers (see p. 66 for a listing of the designations used for the major fields of knowledge).

Please note that *one year* of an introductory language course or one course at a higher level satis-

fies the foreign language Latin Honors requirement. Students who are non-native speakers of English may, with the permission of a class dean, offer any two courses in the English department at the 100 level (or one course at a higher level in the English department, the comparative literature program or in classics in translation) to satisfy the “foreign language” part of the Latin Honors requirement. The class dean will notify the registrar that such an arrangement has been approved. Any appeals should be sent to the dean of the faculty. Non-native speakers of English are considered to be those who indicated on their advising form that English was not their first language, have had several years of education in a school where the language of instruction was other than English, and can read, write and speak this language. Eligibility for Latin Honors may be affected by the decisions of the Honor Board.

Departmental Honors

A departmental honors program allows a student with a strong academic background to do independent and original work in her major. The program provides recognition for students who do work of high quality in the preparation of a thesis and in courses and seminars. See page 12. Departmental honors students must also fulfill *all college and departmental requirements*.

Successful completion of work in the honors program (an honors thesis and at least one honors examination) leads to the awarding of the bachelor of arts degree with the added notation “Honors,” “High Honors” or “Highest Honors” in the student’s major subject.

First Group Scholars

Students whose records for the previous year include at least 28 credits graded A– or better and who have no grades below B– are named First Group Scholars. Those named generally represent the top 10 percent of the class.

The Dean's List

The Dean's List for each year names those students whose total records for the previous academic year average 3.333 or above and include at least 24 credits for traditional-aged undergraduates or 16 credits for Ada Comstock Scholars. Students must be enrolled at Smith for the full year to be named to the Dean's List.

Society of the Sigma Xi

In 1935 Smith College became the first women's college to be granted a charter for the establishment of a chapter of the Society of the Sigma Xi. Each year the Smith College Chapter elects to membership promising graduate students and seniors who excel in science.

Phi Beta Kappa

Phi Beta Kappa is the oldest and most widely recognized undergraduate honor society in the United States. The Greek initials stand for the society's motto "Love of learning is the guide of life." Since 1776, the mission of the society has been to foster and recognize excellence in the liberal arts and sciences. The Zeta of Massachusetts Chapter of the Phi Beta Kappa Society was established at Smith College in 1905. The rules of eligibility are set by the chapter in accordance with the national society; election is made on the breadth and excellence of overall academic achievement.

To be eligible for election, a student must have satisfied the Latin Honors distribution requirements and completed 58 graded credits of Smith course work, not counting the first year. Junior year abroad programs count for Smith credit only if they are Smith programs. Courses taken in the Five College consortium count as Smith credits. All other courses including those taken S/U may count for distribution requirements, but not as credits in the calculation of the GPA nor as part of the total credit requirement.

Elections are held twice a year. In late fall of their senior year, "junior" Phi Beta Kappa members are elected on the basis of their academic records through the junior year. At the end of the spring semester, more seniors are elected based on their complete academic record. For questions about election criteria, students and faculty are urged to consult with the president or secretary of the chapter. More information about the Phi Beta Kappa Society, its history, publications and activities can be found at www.pbk.org.

Psi Chi

The Smith College Chapter of Psi Chi was established in 1975. Students majoring or minoring in psychology who demonstrate academic excellence in both that field and their overall program of study are inducted into this national honor society. According to the charter, those honored are enjoined to develop programs that enhance student opportunity to explore the field of psychology.

Prizes and Awards

The following prizes are awarded at the Last Chapel Awards Convocation on Ivy Day.

The Anne Bradstreet Prize from the Academy of American Poets for the best poem or group of poems submitted by an undergraduate

An award from the **Connecticut Valley Section of the American Chemical Society** to a student who has done outstanding work in chemistry

The American Chemical Society Analytical Chemistry Award to a junior chemistry major who has excelled in analytical chemistry

The American Chemical Society Award in Inorganic Chemistry to a chemistry major for excellence in inorganic chemistry and to encourage further study in the field

The American Chemical Society/Polymer Education Division Organic Chemistry Award for Achievement in Organic Chemistry to a student majoring in chemistry who has done outstanding work in the organic chemistry sequence

An award from **The American Institute of Chemists/New England Division** to an outstanding chemist or chemical engineer in the graduating class

The Newton Arvin Prize in American Studies for the best long paper in the introductory course on the study of American Society and Culture

The Anita Luria Ascher Memorial Prize to a senior non-major who started German at Smith and has made exceptional progress; to a senior major who started German at Smith, has taken it for four years and made unusual progress; and to a student who knew some German when she arrived at Smith and whose progress in four years has been considerable

The **Elizabeth Babcock Poetry Prize** for the best group of poems

The **Sidney Balman Prize** for outstanding work in the Jewish Studies Program

The **Harriet Dey Barnum Memorial Prize** for outstanding work in music to the best all-around student of music in the senior class

The **Gladys Lampert '28 and Edward Beenstock Prize** for the best honors thesis in American studies or American history

The **Suzan Rose Benedict Prize** to a sophomore for excellence in mathematics

The **Samuel Bowles Prize** for the best paper on an anthropological subject

The **Samuel Bowles Prize** for the best paper in economics

The **Samuel Bowles Prize** for the best paper on a sociological subject

The **Kathleen Bostwick Boyden Prize** awarded to a member of the Service Organizations of Smith who has demonstrated the best initiative in her volunteer contributions to the Smith College community

The **John Everett Brady Prize** for excellence in the translation of Latin at sight; and for the best performance in the beginning Latin course

The **Margaret Wemple Brigham Prize** to a senior for excellence in the study of microbiology or immunology

The **Amey Randall Brown Prize** awarded for the best essay on a botanical subject

The **Vera Lee Brown Prize** for excellence in history to a senior majoring in history in regular course

The **Yvonne Sarah Bernhardt Buerger Prize** to the students who have made the most notable contribution to the dramatic activities of the college

The **David Burres Memorial Law Prize** to a senior or an alumna accepted at law school intending to practice law in the public interest

The **C. Pauline Burt Prize** to a senior majoring in chemistry or biochemistry who has an excellent record and who has shown high potential for further study in science

The **James Gardner Buttrick Prize** for the best essay in the field of religion and biblical literature

The **Marilyn Knapp Campbell Prize** to the student excelling in stage management

The **Michele Cantarella Memorial "Dante Prize"** to a Smith College senior for the best essay in Italian on any aspect of *The Divine Comedy*

The **Carlile Prize** for the best original composition for carillon; and for the best transcription for carillon

The **Esther Carpenter Biology Prize** in general biology to a first-year woman graduate student

The **Julia Harwood Caverno Prize** for the best performance in the beginning Greek course

The **Eleanor Cederstrom Prize** for the best poem by an undergraduate written in traditional verse form

The **Césaire Prize** for excellence in an essay or other project in French by a junior or senior on campus

The **Sidney S. Cohen Prize** for outstanding work in the field of economics

The **Susan Cohen '62 and Paula Deitz '59 Prize** in Landscape Studies for excellence in a thesis, paper or project that examines the science, design or culture of the built environment

The **Ethel Olin Corbin Prize** to an undergraduate for the best original poem or informal essay in English

The **CRC Press Introductory Chemistry Achievement Award** in introductory chemistry

The **Dawes Prize** for the best undergraduate work in political science

The **Alice Hubbard Derby Prize** to a member of the junior or senior class for excellence in the translation of Greek at sight; and to a member of the junior or senior class for excellence in the study of Greek literature in the year in which the award is made

The **George E. Dimock Prize** for the best essay on a classical subject submitted by a Smith College undergraduate

The **Elizabeth Drew Prize** in the Department of English Language and Literature for the best fiction writing; for the best honors thesis; for the best first-year student essay on a literary subject; and for the best classroom essay

The **Hazel L. Edgerly Prize** to a senior honors history student for distinguished work in that subject

The **Constance Kambour Edwards Prize** to the student who has shown the most progress during the year in organ

The **Ruth Forbes Eliot Poetry Prize** for the best poem submitted by a first-year or sophomore

The **Samuel A. Eliot Jr./Julia Heflin Award** for distinguished directing in the theatre

The **Settie Lehman Fatman Prize** for the best composition in music, in large form; and in small form

The **Heidi Fiore Prize** to a senior student of singing

The **Eleanor Flexner Prize** for the best piece of work by a Smith undergraduate using the Sophia Smith Collection or the Smith College Archives

The **Harriet R. Foote Memorial Prize** for outstanding work in botany based on a paper, course work, or other contribution to the plant sciences at Smith

The **Henry Lewis Foote Memorial Prize** for excellence in course work in biblical courses

The **Clara French Prize** to a senior who has advanced furthest in the study of English language and literature

The **Helen Kate Furness Prize** for the best essay on a Shakespearean theme

The **Nancy Boyd Gardner Prize** for an outstanding paper or other project in American studies by a Smithsonian intern or American studies major

The **Ida Deck Haigh Memorial Prize** to a student of piano for distinguished achievement in performance and related musical disciplines

The **Sarah H. Hamilton Memorial Prize** awarded for an essay on music

The **Arthur Ellis Hamm Prize** awarded on the basis of the best first-year record

The **Elizabeth Wanning Harries Prize** to a graduating Ada Comstock Scholar who has shown academic distinction in the study of literature in any language

The **Vernon Harward Prize** awarded annually to the best student scholar of Chaucer

The **James T. and Ellen M. Hatfield Memorial Prize** for the best short story by a senior majoring in English

The **Hause-Scheffer Memorial Prize** for the senior chemistry major with the best record in that subject

The **Hellman Award in Biochemistry** for outstanding achievement in the second semester of biochemistry

The **Nancy Hellman Prize**, established in 2005, to the Smith engineering student who has made extraordinary contributions to the advancement of women in engineering

The **Ettie Chin Hong '36 Prize** to a senior majoring or minoring in East Asian Languages and Literatures who has demonstrated leadership and academic achievement and who intends to pursue a career in education or service to immigrant and needy communities

The **Denis Johnston Playwriting Award** for the best play or musical written by an undergraduate at Amherst, Hampshire, Mount Holyoke, or Smith colleges, or the University of Massachusetts

The **Megan Hart Jones Studio Art Prize** for judged work in drawing, painting, sculpture, photography, graphic arts or architecture

The **Barbara Jordan Award** to an African-American senior or alumna undertaking a career in law or public policy, after the example of Texas Congresswoman Barbara Jordan (1936–1996)

The **Mary Augusta Jordan Prize**, an Alumnae Association Award, to a senior for the most original piece of literary work in prose or verse composed during her undergraduate course

The **Peggy Clark Kelley Award** in theatre for a student demonstrating exceptional achievement in lighting, costume or set design

The **Martha Keilig Prize** for the best still life or landscape in oils on canvas

The **Florence Corliss Lamont Prize**, awarded for work in philosophy

The **Norma M. Leas, Class of 1930, Memorial Prize** to a graduating English major for excellence in written English

The **Phyllis Williams Lehmann Travel Award** to a graduating senior majoring in art, with preference given to students interested in studying art history, especially classical art, at the graduate level

The **Ruth Alpern Leipziger Award** to an outstanding French major participating in the Junior Year Abroad Program in Paris

The **Jill Cummins MacLean Prize** to a drama major for outstanding dramatic achievement with a comic touch in writing, acting or dance

The **Emogene Mahony Memorial Prize** for the best essay on a literary subject written by a first-year student; and the best honors thesis submitted to the Department of English Language and Literature

The **Emogene Mahony Memorial Prize** for proficiency at the organ

The **Jeanne McFarland Prize** for excellent work in the study of women and gender

The **John S. Mekeel Memorial Prize** to a senior for outstanding work in philosophy

The **Bert Mendelson Prize** to a sophomore for excellence in computer science; and to a senior majoring in computer science for excellence in that subject

The **Thomas Corwin Mendenhall Prize** for an essay evolving from any history course, excluding special studies, seminars and honors long papers

The **Samuel Michelman Memorial Prize**, given in his memory by his wife, to a senior from Northampton or Hatfield who has maintained a distinguished academic record and contributed to the life of the college

The **Mineralogical Society of America Undergraduate Award** for excellence in the field of mineralogy

The **Elizabeth Montagu Prize** for the best essay on a literary subject concerning women

The **Juliet Evans Nelson Award** to graduating seniors for their contributions to the Smith community and demonstrated commitment to campus life

The **Newman Association Prize** for outstanding leadership, dedication and service to the Newman Association at Smith College

The **Josephine Ott Prize**, established in 1992 by former students and friends, to a Smith junior in Paris or Geneva for her commitment to the French language and European civilization

The **Adelaide Wilcox Bull Paganelli '30 Prize** awarded by the physics department to honor the contribution of Adelaide Paganelli '30, to a senior majoring in physics with a distinguished academic record

The **Arthur Shattuck Parsons Memorial Prize** to the student with the outstanding paper in sociological theory or its application

The **Adeline Devor Penberthy Memorial Prize**, established in 2002 by the Penberthy family, to an undergraduate engineering major for her academic excellence in engineering and outstanding contributions toward building a community of learners within the Picker Engineering Program

The **Ann Kirsten Pokora Prize** to a senior with a distinguished academic record in mathematics

The **Sarah Winter Pokora Prize** to a senior who has excelled in athletics and academics

The **Meg Quigley Prize** for the best paper in the Introduction to Women's Studies course

The **Judith Raskin Memorial Prize** for the outstanding senior voice student

The **Elizabeth Killian Roberts Prize** for the best drawing by an undergraduate

The **Mollie Rogers/Newman Association Prize** to a student who has demonstrated a dedication to humanity and a clear vision for translating that dedication into service that fosters peace and justice among people of diverse cultures

The **Rosenfeld Prize in Organic Chemistry** for excellence in the first semester of organic chemistry

The **Rousseau Prize** for academic excellence is awarded annually to a Smith or non-Smith student studying with the Smith College Junior Year Abroad Program in Geneva. The prize was established in 2006 by the members of the Department of French Studies in honor of Denise Rochat.

The **Department of Russian Prize** for the best essay on Russian literature by a senior majoring in Russian

The **Marshall Schalk Prize** in the Department of Geosciences for achievements in geological research

The **Victoria Louise Schragger Prize** to a senior who has maintained a distinguished academic record and has also taken an important part in student activities

The **Larry C. Selgelid Memorial Prize** for the greatest contribution to the Department of Economics by a Smith College senior

The **Donald H. Sheehan Memorial Prize** for outstanding work in American studies

The **Rita Singler Prize** for outstanding achievement in technical theatre

The **Andrew C. Slater Prize** for excellence in debate; and for most improved debater

The **Denton M. Snyder Acting Prize** to a Smith senior who has demonstrated distinguished acting in the theatre

The **Deborah Sosland-Edelman Prize** to a senior for outstanding leadership in the Jewish community at Smith and valuable contribution to Smith College campus life

The **Gertrude Posner Spencer Prize** for excellence in writing nonfiction prose; and for excellence in writing fiction

The **Nancy Cook Steeper '59 Prize** to a graduating senior who, through involvement with the Alumnae Association, has made a significant contribution to building connections between Smith alumnae and current students

The **Valeria Dean Burgess Stevens Prize** for excellent work in the study of women and gender

The **William Sentman Taylor Prize** for significant work in human values, a quest for truth, beauty and goodness in the arts and sciences

The **Rosemary Thomas Poetry Prize** for the best group of poems; and for the best individual poem

The **Tryon Prize** to a Smith undergraduate for a piece of writing or work in new media (digital, performance or installation art) inspired by, or related to, artwork or an exhibition at the Smith College Museum of Art

The **Ruth Dietrich Tuttle Prize** to encourage further study, travel or research in the areas of international relations, race relations or peace studies

The **Unity Award** of the Office of Multicultural Affairs to the student who has made an outstanding contribution toward promoting diversity and multiculturalism in the Smith College community

The **Anacleto C. Vezzetti Prize** to a senior for the best piece of writing in Italian on any aspect of the culture of Italy

The **Voltaire Prize** to a sophomore at Smith College for an essay or other project in French that shows originality and engagement with her subject

The **Ernst Wallfisch Prize** to a student of music for outstanding talent, commitment and diligence

The **Louise M. Walton Prize** to an Ada Comstock Scholar studying art history or studio art whose dedication to the field is notable

The **Frank A. Waterman Prize** to a senior who has done excellent work in physics

The **Jochanan H. A. Wijnhoven Prize** for the best essay on a subject in the area of Jewish religious thought written for a course in the Department of Religion and Biblical Literature or in the Program for Jewish Studies

The **Enid Silver Winslow '54 Prize** in art history for the best student paper written in an art history course taught at Smith

Fellowships

Major International and Domestic Fellowships

Students with high academic achievement and strong community service or leadership experience are encouraged to apply for international and domestic fellowships through the college. The Fellowships Program administers a support service for students applying for more than 15 different fellowships.

There are at least eight graduate fellowships that the college supports. Six are for university study: Rhodes (Oxford), Marshall (Britain), Gates (Cambridge), Mitchell (Ireland and Northern Ireland) and DAAD (Germany). The Fulbright is for yearlong research, study or teaching in one of about 155 countries and the Luce for a year interning in Asia. There are two further prestigious graduate fellowships for which students must apply in earlier undergraduate years: the Truman and the Beinecke.

For undergraduates, the college facilitates international opportunities through the Boren, DAAD and Killam fellowships in conjunction with its Study Abroad Program. Another undergraduate fellowship for which Smith offers sponsorship is the Udall for those interested in preserving the environment.

Fellowship information and application assistance for eligible candidates are available from the fellowships adviser in the Class Deans' office.

Fees, Expenses and Financial Aid

A Smith College education is a lifetime investment. It is also a financial challenge for many families. At Smith, we encourage all qualified students to apply for admission, regardless of family financial resources. Our students come from a variety of socioeconomic backgrounds. The Office of Student Financial Services has an experienced staff to assist students and parents in both the individual financial aid application process and the educational financing process in general. We work with families to help them manage the financial challenge in a variety of ways, through financial aid, loans and payment plan options.

Many Smith students receive financial assistance to pay for college expenses. Smith College participates in all the major federal and state student aid programs while funding a substantial institutional grant and scholarship program from its endowment.

We realize that financing a college education is a complex process, and we encourage applicants and their families to communicate directly with us. Our experienced educational financing staff in the Office of Student Financial Services is available to work with you. Inquiries may be made by calling (413) 585-2530 between 8:30 a.m. and 4 p.m. weekdays; 10 a.m. to 4 p.m. on Wednesdays (Eastern time). Send e-mail to SFS@smith.edu or visit their Web site at www.smith.edu/finaid.

Your Student Account

Smith College considers the student to be responsible for ensuring that payments—whether from loans, grants, parents, or other third parties—are received in a timely manner. All no change student accounts are managed by the Office of Student Financial Services. Initial statements detailing semester fees are mailed on or about July 15 and December 15. Monthly statements will be mailed to the student's permanent mailing address on or about the 15th of each month in which there is activity on the account.

The college's comprehensive fees associated with the beginning of the semester are due and payable in full by specific deadline dates, well in advance of the beginning of classes. The payment deadline for fall

2010 is August 10, 2010. For spring 2011, the payment deadline is January 10, 2011. Payment must be received by these dates to avoid late payment fees being assessed. Checks should be made payable to Smith College and include the student's name and ID number on the front.

After any payment is due, monthly late payment fees, which are based on the outstanding balance remaining after any payment due date, will be assessed at the rate of \$1.25 on every \$100 (1.25%) that remains unpaid until the payment is received in full, on or before the next billing month in which the student is invoiced. If you have questions regarding any charges or credits on your bill, contact the Office of Student Financial Services.

In cases where students default on financial obligations, the student is responsible for paying the outstanding balance including all late payment fees, collection costs and any legal fees incurred by the college during the collection process. Transcripts and other academic records will not be released until all financial obligations to the College have been met.

IMPORTANT NOTE: Payments for each month's bill must be received by the Office of Student Financial Services by the payment due date. If paying by mail, please allow at least 5 to 7 business days for mail and processing time. If paying in person, payment should be made before 4 p.m. on the payment due date.

The college expects the student to fulfill her financial responsibility and reserves the right to place limitations on the student for failure to do so. The consequences of nonpayment include possible loss of housing assignment, and prevention of: a) registration for future semester courses, b) receipt of academic transcripts, c) receipt of diploma at commencement, d) approval for a leave of absence or study-abroad program, and e) participation in leadership training opportunities. The college also reserves the right to have the student administratively withdrawn and may refer such account for collection in her name. Students and parents are welcome to contact the Office of Student Financial Services for assistance in meeting payment responsibilities.

Most credit balance refunds are issued directly by check in the student's name; those that result from a

PLUS loan are issued based on the PLUS Loan Authorization form. With the student's written release, credit

balance refunds may be issued to the parent or the designee of the student.

Fees

2010–11 Comprehensive Fee (required institutional fees)

	Fall Semester	Spring Semester	Total
Tuition	\$19,320	\$19,320	\$38,640
Room and Board*	6,500	6,500	13,000
Student activities fee	129	129	258
Comprehensive fee	\$25,949	\$25,949	\$51,898

* Room and board will be billed as a combined charge.

As part of her expenses, a student should be prepared to spend a minimum of \$800 per year on books and academic supplies. In addition, a student will incur additional expenses during the academic year that will vary according to her standard of living, personal needs, recreational activities and number of trips home.

Fee for Nonmatriculated Student

Per credit.....\$1,210

Fees for Ada Comstock Scholars

Application fee.....\$60*

Transient Housing (per semester)

Room only (weekday nights)\$435

Room and full meal plan
(weekday nights)\$915

Tuition per semester

1–7 credits.....\$1,210 per credit

8–11 credits.....\$9,680

12–15 credits.....\$14,520

16 or more credits\$19,320

*Waived if applying online.

Student Activities Fee

The \$258 student activities fee (waived if applying online) is split between the two semesters and is used to fund chartered student organizations on campus. The Student Government Association allocates the monies each year. Each spring, the Senate Finance Committee of the SGA proposes a budget that is voted on by the student body.

2010–11 Optional Fees

Student Medical Insurance—\$1,892

The \$1,892 Student Medical Insurance fee is split between the two semesters and covers the student from August 15 through the following August 14. January graduates are covered only through January 14 in their senior year. Massachusetts law requires that each student have comprehensive health insurance; Smith College offers a medical insurance plan through Gallagher Koster Insurance (www.gallagherkosterweb.com) for those students not otherwise insured. Details about the insurance are mailed during the summer. Students are automatically billed for this insurance unless they follow the waiver process outlined in the insurance mailing. Students must waive the insurance coverage by August 10 in order to avoid purchasing the annual Smith Plan. If a student is on leave on a Smith-approved program that is billed at home-school fees, a reduced charge may apply. The Student Health Insurance is mandatory for all students who are enrolled in the Smith JYA programs (Paris, Hamburg, Geneva, Florence). Students on Smith JYA programs who receive

Smith College need-based aid will receive a grant to cover this cost. For students who are admitted for spring semester, the charge will be \$1,211 for 2010–11.

Other Fees and Charges

Application for Admission—\$60

The application fee of \$60, which helps defray the cost of handling the paperwork and administrative review of applications, must accompany a paper version of the application. The fee is waived if applying online.

Enrollment Deposit—\$400

Upon admittance, a new student pays an enrollment deposit which serves to reserve her place in the class and a room if she will reside in campus housing. The \$200 representing a general deposit component is held until six months after the student graduates from the college. The \$200 is refunded only after deducting any unpaid fees or fines and is not refunded to a student who withdraws (including an admitted student who does not attend). The \$200 representing a room deposit component is credited \$100 in July toward fall semester charges and \$100 in December toward spring semester charges. For midyear transfer students, all \$200 is credited toward spring semester charges.

Fee for Musical Instruction—\$640 per semester (one-hour lesson per week)

Students who receive need-based aid from the college will receive a \$200 grant toward this cost.

Practice rooms are available to Smith College students with first preference given to those registered for music instruction. Other Five College students may apply to the chair of the music department for permission to use the facilities. Practice rooms may be available for use by other individuals in last order of preference upon successful application to the chair of the music department.

There is no charge for Five College students, faculty and staff for use of the practice rooms. For other individuals, the following schedule of fees will apply.

Use of a practice room, one hour daily
.....\$25 per year

Fee for Riding Classes per Semester

Adjacent to the Smith campus is Fox Meadow Farm, where riding lessons are available to all students at the college. Fox Meadow Farm will also board horses for students, at a cost of \$565 per month. Inquiries about

boarding should be addressed to Sue Payne, c/o Smith College Riding Stables. The Smith intercollegiate riding team uses their facilities for practice and for horse shows. The fees listed below are per semester and are payable directly to Fox Meadow Farm when a student registers for lessons each semester.

Two lessons per week\$540

Studio Art Courses per Semester

Certain materials and supplies are required for studio art courses and will be provided to each student. Students may require additional supplies as well and will be responsible for purchasing them directly. The expenses will vary from course to course and from student to student.

Required materials\$20–\$250

Additional supplies.....\$15–\$100

Chemistry Laboratory Course per Semester

.....\$25 plus breakage

Continuation Fee

.....\$60 per semester

Students on leave of absence or attending other institutions on exchange or junior year abroad programs will be assessed a continuation fee to maintain enrollment status at the college.

Overdue Balance Fee

Any balance outstanding for fall after August 10 or for spring after January 10 is considered overdue. Overdue balances will be assessed a late fee of 1.25 percent each month they remain outstanding.

Early Arrival Fee—\$35 per Day

Late Registration Fee—\$35

Students who make registration changes after the registration period will be assessed a fee for each change.

Bed Removal Fee—\$100

Students who remove their beds from their campus rooms will be charged a bed removal fee.

Health/Fire/Safety Violation—\$5 per Item

A minimum fine of \$5 per item will be charged for items left in public areas such as corridors, stairways or entrances. These items create a hazard and violate compliance with the Americans with Disabilities Act, as well as city and state building, fire, and safety codes.

Institutional Refund Policy

A refund will be calculated if a student withdraws on or after the first day of classes, but before the point when the college is considered to have earned all the tuition, room, board and mandatory fees (hereinafter called institutional charges) for which the student was charged. Credit balances remaining on any account will be refunded to the appropriate person or agency.

Adjustment of Institutional Charges and Institutional Aid

Any student who withdraws prior to the first day of classes will receive a 100 percent adjustment of institutional charges and insurance. All disbursed Title IV aid, institutional aid, state and other aid will be returned to the appropriate account by the college.

A student who withdraws after the first day of classes, but before the time when she will have completed 60 percent of the period of enrollment, will have her institutional charges and institutional aid adjusted based on the percent of attendance.

If a student should withdraw from a Junior Year Abroad Program during the course of the year, it is college policy not to grant credit for less than a full year's work and to refund only those payments for room and board which may be recovered by the college. Tuition charges for the year are not refundable. Normally, students who withdraw from a Junior Year Abroad Program are withdrawn from Smith and may not return to the college the following semester.

Students Receiving Title IV Federal Aid

Per federal regulations, a student earns her aid based on the period of time she remains enrolled. Unearned Title IV funds, other than Federal Work Study, must be returned to the appropriate federal agency. During the first 60 percent of the enrollment period, a student earns Title IV funds in direct proportion to the length of time she remains enrolled. A student who remains enrolled beyond the 60 percent point earns all the aid for the payment period. For example, if the period of enrollment is 100 days and the student completes 25 days, then she has earned 25 percent of her aid. The remainder of the aid must be returned to the appropriate federal agency.

Other Charges

If a student has not waived the medical insurance and withdraws from the college during the first 31 days of the period for which coverage is purchased, she shall

not be covered under the plan and a full credit of the premium will be made. Insured students withdrawing at or after 31 days will remain covered under the plan for the full period for which the premium has been paid and no refund will be made available.

Other charges, such as library fines, parking fines, and infirmary charges are not adjusted upon the student's withdrawal. Treatment of the general deposit can be found in the Leaves of Absence section pp. 53–54.

Contractual Limitations

If Smith College's performance of its educational objectives, support services, or lodging and food services is hampered or restrained on account of strikes, fire, shipping delays, acts of God, prohibition or restraint of governmental authority, or other similar causes beyond Smith College's control, Smith College shall not be liable to anyone, except to the extent of allowing in such cases a pro-rata reduction in fees or charges already paid to Smith College.

Payment Plans and Loan Options

Smith offers a variety of payment plan and loan options to assist you in successfully planning for timely payment of your college bill.

Smith's payment plans allow you to distribute payments over a specific period.

- the Semester Plan
- the TuitionPay Monthly Plan (administered by Sallie Mae)
- Prepaid Stabilization Plan

Smith also honors parent loan options.

Details on loan options and payment plans can be found in *Financing Your Smith Education*, which is available from the Office of Student Financial Services.

This information is also available on the Web at www.smith.edu/finaid.

Financial Aid

We welcome women from all economic backgrounds. No woman should hesitate to apply to Smith because of an inability to pay the entire cost of her education. We meet the full documented financial need of all

admitted undergraduates who have met the published admission and financial aid deadlines. Awards are offered to applicants on the basis of need, and calculated according to established college and federal policies. An award is usually a combination of a grant, a loan, and a campus job.

Smith College is committed to a financial aid policy that guarantees to meet the full financial need, as calculated by the college, of all admitted students who meet published deadlines. The college does operate under a need-sensitive admission policy that typically affects less than 8 percent of our applicant pool. Each applicant for admission is evaluated on the basis of her academic and personal qualities. However, the college may choose to consider a student's level of financial need when making the final admission decision. Applicants are advised to complete the financial aid process if they will need financial help to attend Smith. Entering first-year students who fail to apply for financial aid by the published deadlines will be ineligible to receive college-funded assistance until they have completed 64 credits earned at Smith. Transfer students and Ada Comstock Scholars who do not apply for financial aid by the published deadlines are eligible to apply after completing 32 credits earned at Smith. Students may apply for federal aid at any point during the academic year.

To enable the college to determine a student's need, a family completes both the Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service PROFILE form, requesting that data be sent to Smith. Both forms may be completed on-line. The FAFSA can be accessed at www.fafsa.ed.gov (Smith College code is 002209) and the PROFILE can be accessed at www.collegeboard.com (Smith College code is 3762).

We also require a signed copy of the family's most recent federal tax returns, including all schedules and W-2's. Other forms and documents may be required, based on each family's circumstances. Once we receive a completed application, we review each student's file individually. We take into consideration the number of dependents, the number of family members in college, divorced parents and other special circumstances. For international applicants, the College Board International Student Financial Aid Application, and an official statement or income tax return will be required to verify parent income.

Smith College recognizes the diversity of the modern family, and requires the submission of information regarding both biological parents, as well as spouses

and domestic partners of each parent. Exceptions to this policy are made on a case-by-case basis. Please contact the Office of Student Financial Services for more information.

The college makes the final decision on the level of need and awards. Financial aid decisions to entering students are announced simultaneously with admission notifications. College policy limits the awards of Smith funds to the level of billed fees.

A student who is awarded aid at admission will have it renewed each year she attends according to her need, as calculated by the college, if she is in good academic standing. She and her family apply for aid annually with Smith College forms, FAFSA and PROFILE forms, and tax returns. The amount of aid may vary from year to year depending on changes in college fees and in the family's financial circumstances. The balance of loan, work, and grant also changes, based on federal loan limits and college policy. Instructions for renewing aid are made available to all students in December. Students are expected to complete their undergraduate studies in eight semesters, and grant aid is limited to that period, except for special programs or in circumstances involving medical withdrawal.

Ada Comstock Scholars receiving financial aid are required to make satisfactory progress toward the degree in order to continue receiving aid—that is, completion of at least 75 percent of all credits attempted in any academic year. Students not meeting this criterion are put on financial aid probation and may become ineligible for aid if the probationary period exceeds one year.

Unless the administrative board decides that mitigating circumstances warrant an exception, no financial aid will be available to a student who is not making satisfactory progress toward the degree (see p. 52).

First-Year Applicants

Any student who needs or may need help in financing her education should apply for financial aid by the published deadlines, prior to admission. The financial aid application requirements are sent to all applicants for admission. Students must not wait until they have been accepted for admission to apply for aid. Each student's file is carefully reviewed to determine eligibility for need-based aid. Since this is a detailed process, the college expects students to follow published application guidelines and to meet the appropriate application

deadlines. Students and parents are encouraged to contact Student Financial Services via e-mail at sfs@smith.edu or by phone (413-585-2530) with questions. Detailed information on the application process and deadlines is available on our Web site at www.smith.edu/finaid.

The consequences of not applying for aid prior to being accepted for admission include a 64-credit waiting period before becoming eligible to receive college grant aid. This means that only federal, state and private assistance would be available for the first two years of undergraduate enrollment at Smith. The college will consider exceptions to this policy only if you experience and can document an unexpected family emergency. Please note that this policy does not pertain to students who, at the time of admission to Smith, applied for but were not granted need-based financial aid.

If an entering student applied for but did not qualify for need-based aid in her first year, that student may reapply for aid in subsequent years. This is particularly important for families that experience changes in family circumstances such as a sibling entering college, reductions in parent income, divorce or separation, or unanticipated medical expenses. Returning students who want to apply for federal aid only have a modified application process. If there are major changes to the financial resources of the family, Student Financial Services will consider a new request for aid or a review of a previous denial at any time.

The college cannot assume responsibility for family unwillingness to contribute to college expenses. There are limited circumstances that qualify a student for consideration as an independent aid applicant. Women over the age of 24, orphans and wards of the court are always considered self-supporting for federal financial aid purposes. Students who meet the federal definition of independent status are not automatically considered independent by the college. Please contact SFS to discuss questions regarding this situation.

Transfer Students

Transfer students should follow the application procedures detailed on their specific financial aid applications. Transfer students who do not apply for aid by the published deadlines, prior to admission, cannot apply for college aid until they reach junior standing and complete at least 32 credits at Smith.

Ada Comstock Scholars

Women of nontraditional college age can apply to the Ada Comstock Scholars Program. Applicants for aid should complete a Free Application for Federal Student Aid (FAFSA), the Ada Comstock Scholars program Application for Financial Aid and send us a signed copy of their most recent federal tax return, complete with all schedules and W-2's as well as their spouse or partner's complete tax return and W-2's.

An Ada Comstock Scholar who does not apply for aid by the published deadlines, prior to admission, cannot apply for institutional grant aid until she has completed 32 credits at Smith, although she may qualify for federal and state grants and loans before she has completed 32 credits. This policy does not apply to women who applied for, but were not granted, aid at the time of admission.

International Applicants and Non-U.S. Citizens

Smith College awards need-based aid to non-U.S. citizens, both first-year and transfer applicants. There is a great deal of competition for these funds, and the level of support provided from the college ranges widely, depending on particular family circumstances. Aid is determined based on the information provided by the family on the College Board International Student Financial Aid Application, along with translated tax or income statements. International students not awarded financial aid prior to admission are not eligible to receive financial aid from the college at any time.

The application deadline is February 1.

Non-U.S. citizens (Canadian citizens excepted) eligible for aid have a family contribution calculated prior to admission. This family contribution will remain the same throughout the student's tenure at Smith. Any increases in tuition and fees not covered by the annual increased loan or work will be covered by an increase in the grant so that the calculated family contribution will remain the same each year. (Loan and campus job amounts, which are part of the total aid package, increase each year as part of standard college policy. For application deadlines and details, please check www.smith.edu/finaid.)

Non-U.S. Citizens Living in the U.S.

If you are a non-U.S. citizen whose parents are earning income and paying taxes in the United States, you

will need to complete a CSS PROFILE form as well as the College Board International Student Financial Aid Application and provide a complete and signed parent U.S. federal income tax return.

U.S. Citizens Living Outside the U.S.

Follow procedures for applicants residing in the United States. However, if your parents are living and earning income outside the United States and do not file U.S. tax returns, you should also fill out the College Board International Student Financial Aid Application so that we can consider the actual expenses incurred by your family.

U.S. and Canadian citizens and permanent residents must reapply for aid each year.

Policy for Review and Appeal of Need-Based Financial Aid Awards

A student has the right to request a review of her financial aid award. Domestic students must reapply for financial aid each year, and thus are automatically reviewed on an annual basis. International students are given a family contribution determination at the time of admission for their entire Smith career and thus are only eligible for a review at the time of admission.

Domestic Students

Domestic students may request a review of their financial aid awards at any time during their Smith careers if there has been a significant change in family circumstances since filing the application for financial aid or if the information on the original application was inaccurate.

International Students

International students seeking a financial aid adjustment after they have accepted an offer of admission should consult with Student Financial Services (SFS) for the appropriate course of action. Smith College policy dictates that there are limited additional resources available for international students. Therefore, very few appeals are approved. Documented reasons for approval include a sibling's enrolling in a U.S. college or university, or the death of a parent.

Process

When a review is requested it is conducted by the SFS Review Committee. In most cases, the decision of the SFS review committee is final. When the issue under review would require an exception to policy, a student

may request it be reviewed by the Financial Aid Appeals Committee. Instructions for submitting an appeal will be provided by the SFS staff to the student if a policy is at issue. All reviews from international students for increased grant or loan assistance are considered exceptions to policy, and will be brought to the attention of the Financial Aid Appeals Committee.

The Financial Aid Appeals Committee is chaired by the dean of enrollment and includes one member of the faculty, the dean of students and the controller. The director of SFS is a non-voting member of the Financial Aid Appeals Committee. The student must present her appeal in writing. The committee will consider the appeal as soon as possible. It normally takes one to two weeks for this committee to convene and review the appeal(s) in question. A decision will be given in writing to the student within 48 hours after the appeal is heard. The decision of the Appeals Committee is final in all cases.

Financial Aid Awards

Financial aid awards are made up of loans, campus jobs and grants. A loan and job, both considered self-help, are usually the first components of an aid package, with any remaining need being met with grant aid.

Loans

Most students borrow through the Federal Direct Ford Loan Program. Some awards may also include a Smith College loan. Federal Perkins Loans are offered to students to the extent of available federal funding. Most parents are eligible to borrow under the Federal Parent Loan Program and/or may make use of one of the plans described in Financing Your Smith Education. Students who receive aid of any sort from federal funds are subject to the statutes governing such aid.

Campus Jobs

Student Financial Services administers campus jobs. All students may apply, but priority is given to those students (about one-half of our student body) who received campus job offers as part of their aid packages. First-year students may work an average of eight hours a week for 32 weeks, usually for Dining Services. Students in other classes may hold regular jobs averaging ten hours a week for 32 weeks. These monies are paid directly to each student as she earns them. They are intended primarily to cover personal expenses, but some students use part or all of their earnings

toward required fees. Short-term jobs are open to all students. Additionally, a term-time internship program is administered by the Career Development Office. The college participates in the federally funded Work-Study Program, which funds a portion of the earnings of eligible students, some of them in nonprofit, community service positions and in the America Reads tutorial program. Smith College also provides a need-based employment program for those students eligible for need-based work, but not eligible for the federally subsidized Federal Work-Study Program.

No student, whether on federal work-study or not, is permitted more than the maximum 12-hours a week or one "full-time" position. First-year students may work a maximum of nine hours per week. Students receiving a stipend for positions such as STRIDE, HCA, etc. are not eligible for a second job. This policy attempts to offer all students an equal opportunity to work.

Grants

Grants are funds given to students with no requirement of repayment or work time in exchange. Most Smith College grants come from funds given for this purpose by alumnae and friends of the college and by foundations and corporations. Federal and state governments also provide assistance through need-based grants such as the Federal Pell Grant and state scholarships. Smith receives an allocation each year for Federal Supplemental Educational Opportunity Grants and for state-funded Gilbert Grants for Massachusetts residents.

Outside Aid

Outside Aid Awarded on the Basis of Student Merit

For students whose federally calculated Expected Family Contribution (EFC) is lower than the Smith calculated EFC, outside merit-based aid will first reduce the EFC to the federally calculated level. Additional merit aid will reduce or eliminate the self-help portion (Federal Work Study and Subsidized Federal Loan) of a student's award. Additional merit-based aid will reduce the Smith Grant dollar for dollar. For students whose Smith calculated EFC is already lower than the federally calculated EFC, outside merit-based aid will reduce the family contribution up to the amount of the self-help (campus work and subsidized or unsubsidized loan) in the award. For amounts greater than this, outside merit-based aid will reduce the Smith Grant dollar for dollar.

Note: GEARUP scholarships are considered within this category as outside scholarships.

Student Financial Services must be notified of all outside awards. If you notify us by June 1, the aid will be reflected in your official award and on your first bill. If you notify us after September 1, the outside aid may be used to reduce Smith Grant dollar for dollar.

Non-Merit Outside Awards

This type of award includes tuition subsidies based on parent employment, or state and federal grant assistance. These awards are not based on student merit and reduce Smith Grant eligibility dollar for dollar. Educational benefits from state and federal agencies will first reduce the family contribution to the lowest federally allowable amount, and then reduce the self-help components of the award (loan and work). Need-based loans from state or outside agencies can be used to replace dollar for dollar either the suggested federal loan or the work study award.

Music Grants

Each year the college awards grants equal to \$200 per semester for the cost of lessons in practical music to students who have financial need and who are accepted by the Department of Music.

Ernst Wallfisch Scholarship in Music

A full-year music performance scholarship (vocal or instrumental), based on merit and commitment, may be granted by the Music Department to a Smith student (first-year, sophomore or junior) enrolled in a performance course at Smith College.

Scholarships for Northampton and Hatfield Residents—The Trustee Grant

At the discretion of the trustees, partial tuition grants may be awarded to accepted applicants who have been residents of Northampton or Hatfield with their parents for at least five years directly preceding the date of their admission to college. Such grants are continued through the four college years if the student maintains diploma grade, conforms to the regulations of the college, and continues to be a resident of Northampton or Hatfield. The Trustee Grant may only be used for study at the Northampton campus. Only students matriculated at Smith are eligible for this program

The Springfield/Holyoke Partnership

This partnership provides up to four full-tuition scholarships for students from Springfield and Holyoke, Massachusetts, public schools. All students who apply to Smith from these schools will be automatically considered.

ROTC

Air Force ROTC is available at most colleges and universities in western Massachusetts, including Smith College. Air Force ROTC offers two-, three- and four-year enlistment scholarships to qualified new and continuing college students. For more information, call (413) 545-2437, send e-mail to afrotc@acad.umass.edu or visit www.umass.edu/afrotc.

Veterans Benefits

Please see our Web site, www.smith.edu/finance for information on our treatment of Veterans Benefits. We proudly sponsor the Yellow Ribbon Program.

Admission

From the college's beginning, students at Smith have been challenged by rigorous academic standards and supported by rich resources and facilities to develop to their fullest potential and define their own terms of success. Admitting students who will thrive in the Smith environment remains the goal of our admission efforts. We seek students who will be productive members of the Smith community, who will be challenged by all that is offered here, and who will challenge their faculty members and peers to sharpen their ideas and perspectives of the world.

Each year we enroll a first-year class of approximately 640 able, motivated, diverse students whose records show academic achievement, intellectual curiosity and potential for growth. Because our students come from every state and 72 countries, their educational and personal experiences and opportunities vary tremendously. In selecting a class, the Board of Admission, which is made up of faculty members as well as members of the admission staff, considers each student in the light of the opportunities available to her. Included in the board's review are her secondary school record, the recommendations from her school, her essay and any other available information.

Smith College meets fully the documented financial need, as calculated by the college, of all admitted students. Two-thirds of our students receive some form of financial assistance through grants, loans and/or campus jobs. Further information about financial planning for a Smith education and about financial aid is available in the section on Fees, Expenses and Financial Aid, pages 33–41.

Secondary School Preparation

There is no typical applicant to Smith and no typical academic program, but we strongly recommend that a student prepare for Smith by taking the strongest courses offered by her high school. Specifically this should include the following, where possible:

- four years of English
- three years of a foreign language (or two years in each of two languages)
- three years of mathematics
- three years of science
- two years of history

Beyond meeting the normal minimum requirements, we expect each candidate to pursue in greater depth academic interests of special importance to her. Candidates who are interested in our engineering major should pursue coursework in calculus, biology, chemistry and physics.

Smith College will accept college-level work completed prior to matriculation as a degree student, provided that the relevant courses were completed at an accredited college or university and were not applied to the requirements for high school graduation. We also give credit for excellent performance in Advanced Placement, International Baccalaureate and equivalent foreign examinations. Please refer to the Academic Rules and Procedures section for further information regarding eligibility for and use of such credit.

Entrance Tests

SAT I or ACT scores are optional for U.S. citizens and U.S. permanent residents. Standardized tests (SAT I, ACT, TOEFL or IELTS as appropriate) are required for international students. SAT II subject tests are not required for any applicant. If a student wishes to submit a score or is required to do so, she should take the exams in her junior year to keep open the possibility of Early Decision. All examinations taken through December of the senior year are acceptable. The results of examinations taken after December arrive too late for us to include them in the decision-making process.

Whether required or optional, scores must come directly from the testing agency or the secondary school transcript. The College Board code number for Smith College is 3762. The ACT code is 1894.

Applying for Admission

A student interested in Smith has three options for applying—Early Decision I, Early Decision II and Regular Decision. Visit www.smith.edu/admission for information about requirements and deadlines.

Early Decision

Early Decision I and II Plans are designed for students with strong qualifications who have selected Smith as their first choice. The plans differ from each other only in application deadline, recognizing that students may decide on their college preference at different times. In making an application to her first-choice college, a candidate eliminates much of the anxiety, effort and cost of preparing several college applications. Candidates under this plan may initiate applications to other colleges, but may make an Early Decision application to one college only. It is important to note that if accepted under Early Decision, a candidate must withdraw all other college applications and may not make any further applications.

Applicants deferred in either Early Decision plan will be reconsidered in the spring, together with applicants in the Regular Decision Plan. Offers of admission are made with the understanding that the high school record continues to be of high quality through the senior year. If they have applied for financial aid by the published deadlines, candidates will be notified of financial aid decisions at the same time as the admission decision.

Regular Decision

The Regular Decision Plan is designed for students who wish to keep open several college options during the application process. Candidates may submit applications anytime before the January 15 deadline.

A student interested in Smith should complete the Common Application online at www.commonapp.org. Included with the application are all the forms she will need, and instructions for completing each part of the application. A Common Application Supplement is also required.

We realize that applying to college involves a lot of time-consuming paperwork for the applicant. It is work that we review carefully and thoroughly, and we suggest that applicants do not leave it to the last moment.

Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Please refer to the Academic Rules and Procedures section (p. 51) for information governing eligibility for and use of Advanced Placement credit.

International Baccalaureate

The amount of credit will be determined as soon as an official copy of results has been sent to the registrar's office. Guidelines for use are comparable to those for Advanced Placement.

Interview

We recommend an interview for all candidates. For those who live or attend school within 200 miles of the college an on-campus interview is encouraged. Others should visit our Web site to obtain the name of an alumna interviewer in their area. The interview allows each candidate to become better acquainted with Smith and to exchange information with a member of the staff of the Office of Admission or a trained alumna volunteer.

Deferred Entrance

An admitted first-year, Ada Comstock Scholar or transfer applicant who has accepted Smith's offer and paid the required deposit may defer her entrance to work, travel or pursue a special interest if she makes this request in writing to the director of admission by June 1 who will review the request and notify the student within two weeks.

Deferred Entrance for Medical Reasons

An admitted first-year, Ada Comstock Scholar or transfer applicant who has accepted Smith's offer and paid the required deposit may request to postpone her entrance due to medical reasons if she makes this request in writing, explaining the nature of the medical problem, to the director of admission prior to the

first day of classes. At that time, the college will outline expectations for progress over the course of the year. A Board of Admission subcommittee will meet the following March to review the student's case. Readmission is not guaranteed.

Transfer Admission

A student may apply for transfer to Smith College in January or September after the completion of one or more semesters at another institution.

For January entrance, she must submit her application and send all credentials by November 15. Decisions will be mailed by mid-December. The suggested filing date for September entrance is February 1, especially for students applying for financial aid. The application deadline is May 15. Candidates whose applications are complete by March 1 will receive admission decisions by April 1. Students whose applications are complete by May 15 will receive decisions by early June. Letters from the financial aid office are mailed at the same time as admission letters.

We expect a transfer student to have a strong academic record and to be in good standing at the institution she is attending. We look particularly for evidence of achievement in college, although we also consider her secondary school record. Her program should correlate with the general Smith College requirements given on pages 42–43 of this catalogue.

We require a candidate for the degree of bachelor of arts to spend at least two years in residence at Smith College in Northampton, during which time she normally completes 64 credits. A student may not transfer to the junior class and spend any part of the junior or senior year studying in off-campus programs.

International Students

We welcome applications from qualified international students and advise applicants to communicate with the Office of Admission at least one year in advance of their proposed entrance. The initial e-mail or letter should include information about the student's complete academic background. *If financial aid is needed, this fact should be made clear in the initial correspondence.*

Visiting Year Programs

Smith College welcomes a number of guest students for a semester or a year of study. In the Visiting Student Program, students enrolled in accredited, four-year liberal arts colleges or universities in the United States may apply to spend all or part of their sophomore, junior or senior year at Smith.

International students may apply to spend one semester or a year at Smith under the International Visiting Program. Applicants must be in their final year of studies leading to university entrance in their own country or currently enrolled in a university program abroad. If accepted, candidates will be expected to present examination results—Baccalaureate, Abitur or GCSE, for example—before enrolling. Evidence of English fluency will be required of applicants whose first language is not English.

Applicants to the visiting programs must furnish a transcript of their college work (or secondary school work, where applicable) to date, faculty recommendation, an adviser's or dean's reference and a completed application. Applications must be completed by July 1 for September entrance and by December 15 for January entrance. Financial aid is not available for these programs except the visiting program in mathematics.

Information and application material may be obtained by visiting www.smith.edu/admission or sending e-mail to admission@smith.edu.

Readmission

See Withdrawal and Readmission, page 54.

Ada Comstock Scholars Program

The admission process for Ada Comstock Scholars is competitive. Particular emphasis is placed on academic achievement, an autobiographical essay and an exchange of information in the interview. A candidate should schedule her interview appointment before submitting her application prior to the deadline, February 1. It is recommended that an applicant bring unofficial copies of her college transcripts to her interview appointment.

Ada Comstock Scholars are expected to have completed a minimum of 32 transferable liberal arts credits before matriculation at Smith. The average number of transfer credits for an admitted student is 50. Those students who offer little or no college-level work are advised to enroll elsewhere to fulfill this requirement before initiating the application process.

A candidate's status as an Ada Comstock Scholar must be designated at the time of application. Normally, an applicant admitted as a student of traditional age will not be permitted to change her class status to Ada Comstock Scholar until five years after she withdraws as a student of traditional age. A woman who meets the transfer credit guideline must apply as an Ada Comstock Scholar *if* she also meets the federal government's guidelines defining independent students:

- at least 24 years old
- a veteran
- responsible for dependent(s) other than a spouse

A brief description of the program can be found on page 12. Information about expenses and procedures for applying for financial aid can be found in the section entitled Fees, Expenses and Financial Aid. Inquiries in writing, by phone or by e-mail may be addressed to the Office of Admission.

Academic Rules and Procedures

Requirements for the Degree

The requirements for the degree from Smith College are completion of 128 credits of academic work and satisfactory completion of a major. For graduation the minimum standard of performance is a cumulative average of 2.0 in all academic work and a minimum average of 2.0 in the senior year. For those entering as first-year students, satisfactory completion of a writing intensive course in the first year is required.

Students earning a bachelor of arts degree must complete at least 64 credits outside the department or program of the major (56 credits for majors requiring the study of two foreign languages taught within a single department or program). The requirements for the bachelor of science degree in engineering are listed in the courses of study section under Engineering.

Candidates for the degree must complete at least four semesters of academic work, a minimum of 64 credits, in academic residence at Smith College in Northampton; two of these semesters must be completed during the junior or senior year. (For accelerated programs, see p. 11.) A student on a Smith Junior Year Abroad Program, the Jean Picker Semester-in-Washington Program or the Internship Program at the Smithsonian Institution is not in academic residence in Northampton.

Each student is responsible for knowing all regulations governing the curriculum and course registration and is responsible for planning a course of study in accordance with those regulations and the requirements for the degree.

Course Program

The normal course program for traditional-aged undergraduates consists of 16 credits taken in each of eight semesters at Smith. Only with the approval of the administrative board may a student complete her degree requirements in fewer or more than eight semesters. The minimum course program for a traditional-aged undergraduate in any semester is 12 credits. A traditional-aged student who is enrolled in fewer than 12 credits in any semester is required to withdraw at the end of that semester. The student must remain away

from the college for at least one semester and then may request readmission for the following semester.

Approved summer-school or interterm credit may be used to supplement a minimum 12-credit program or to make up a shortage of credits. Smith students may accrue a maximum of 12 summer-school credits and 12 interterm credits at Smith or elsewhere toward their Smith degree. An overall maximum of 32 credits of combined summer, interterm, AP and pre-matriculation credits may be applied toward the degree. See Academic Credit, pages 49–52.

A student enters her senior year after completing a maximum of six semesters and earning at least 96 Smith College or approved transfer credits. A student may not enter the senior year with fewer than 96 credits; exceptions require a petition to the administrative board prior to the student's return to campus for her final two semesters. A student in residence may carry no more than 24 credits per semester unless approved by the administrative board.

Admission to Courses

Instructors are not required to hold spaces for students who do not attend the first class meeting and may refuse admittance to students seeking to add courses who have not attended the first class meetings.

Permissions

Some courses require written permission of the instructor and/or chair of the department concerned before the course is elected.

A student who does not have the prerequisites for a course may elect it only with the permission of the instructor and the chair of the department in which the course is offered.

A student must petition the administrative board for permission to enter or drop a yearlong course with credit at midyear. The petition must be signed by the instructor of the course, the student's adviser and the chair of the department concerned before it is submitted to the class dean.

Seminars

Seminars are limited to 12 students and are open, by permission of the instructor, to juniors, seniors and

graduate students only. At the discretion of the instructor and with the approval of the department chair or the program director, 15 students may enroll. If enrollment exceeds this number, the instructor will select the best-qualified candidates.

Special Studies

Permission of the instructor, the department chair and in some cases the department is required for the election of Special Studies. Special Studies are open only to qualified sophomores, juniors and seniors. A maximum of 16 credits of special studies may be counted toward the degree.

Normally students may not change the designated number of credits for a variable credit special studies.

Independent Study

Independent study for credit may be proposed by qualified juniors and seniors. Approval of the appropriate department(s) and the Committee on Academic Priorities is required. Time spent on independent study off campus cannot be used to fulfill the residence requirement. The deadline for submission of proposals is November 15 for a second-semester program and April 15 for a first-semester program.

Internships

An internship for credit, supervised by a Smith faculty member, may be proposed by qualified sophomores, juniors and seniors. Approval of the appropriate department(s) and the Committee on Academic Priorities is required. The deadline for submission of proposals is November 15 for a second-semester program and April 15 for a first-semester program.

Auditing

A degree student at Smith or at the Five Colleges may audit a course on a regular basis if space is available and the permission of the instructor is obtained. An audit is not recorded on the transcript.

Auditing by Nonmatriculated Students

A nonmatriculated student who has earned a high school diploma and who wishes to audit a course may do so with the permission of the instructor and the registrar. An auditor must submit a completed registration form to the registrar's office by the end of the second week of classes. A fee will be charged and is determined by the type of course. Studio classes may not be audited except by permission of the art faculty following a written request to the department. Records of audits are not maintained.

Changes in Course Registration

Adding and Dropping Courses

During the first 10 class days, a student may enter or drop a course with the approval of the adviser and after consultation with the instructor. From the 11th through the 15th day of class, a student may enter a course with the permission of the instructor, the adviser and the class dean.

After the 10th day of classes a student may drop a course up to the end of the fifth week of the semester:

1. after discussion with the instructor;
2. with the approval of the adviser and the class dean; and
3. if, after dropping the course, she is enrolled in at least 12 credits. (This provision does not apply to Ada Comstock Scholars.)

After the end of the fifth week of the semester a student may not drop a course. However, on two and only two occasions during her years at the college—once during her first year; once during any subsequent year—a student may drop a course at any time up to the end of the ninth week of classes, for any reason, without penalty. The drop form requires the signatures of the instructor, adviser and class dean.

A student should carefully consider the work load entailed in a seminar or course with limited enrollment before she enrolls. A student who wishes to drop a class of this nature should do so at the earliest possible moment so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse permission to drop the course after the first 10 class days.

Normally, students may not change the designated number of credits for a variable credit special studies. A course dropped for reasons of health after the fifth week of classes will be recorded on the transcript with a grade of "W," unless the student has the option of a free drop.

A student registers for an Interterm course in November, with the approval of her adviser. In January, a student may drop or enter an Interterm course within the first three days with a class dean's signature. Otherwise, the student who registers but does not attend will receive a "U" (unsatisfactory) for the course.

Regulations governing changes in enrollment for courses in one of the other four colleges may be more restrictive than the above. Instructions and deadlines for registration in Five College courses are published online by the registrar's office.

Fine for Late Registration

A student who has not registered for courses by the end of the first 10 days of classes will be fined \$35, payable at the time of registration. In addition, a fine of \$35 will be assessed for each approved petition to add or drop a course after the deadline. A student who has not registered by the end of the first four weeks of the semester will be administratively withdrawn.

Class Attendance and Assignments

Students are expected to attend all their scheduled classes. Any student who is unable, because of religious beliefs, to attend classes or to participate in any examination, study or work requirement on a particular day shall be excused from such activities without prejudice and shall be given an opportunity to make them up.

Students are expected to spend at least two hours per week in preparation for every class hour.

Students are asked to introduce guests to the instructor of a class before the beginning of the class if there is an opportunity and at the end if there is not.

Absence does not relieve the student from responsibility for work required while she was absent. The instructor may require her to give evidence that she has done the work assigned. In courses in which the written examinations can test only a part of the work, the instructor may rule that a student who does not attend class with reasonable regularity has not presented evidence that she has done the work.

The due date for final papers in each semester can be no later than the end of the examination period. Instructors must specify the acceptable format, exact deadline and place of delivery for final papers. If a paper or other course work is mailed to an instructor, it must be sent by certified mail, return receipt requested, and the student must keep a paper copy. It is the student's responsibility to check that work submitted by e-mail or fax has been received by the professor.

Deadlines and Extensions

Only the class dean may authorize an extension for any reason beyond the end of the final examination period. Such extensions, granted for reasons of illness, emergency or extenuating personal circumstances, will always be confirmed in writing with the faculty member, the registrar and the student. An individual faculty member, without authorization by the class dean, may

grant extensions on work due during the semester through the last day of final exams.

Pre-Examination Period

The pre-examination study period, between the end of classes and the beginning of final examinations, is set aside for students to prepare for examinations. Therefore, the college does not schedule social, academic or cultural activities during this time. Deadlines for papers, take-home exams or other course work cannot be during the pre-examination study period.

Final Examinations

Most final exams at Smith are self-scheduled and administered by the registrar during predetermined periods. A student may choose in which period she wants to take each exam. Exams are picked up at distribution centers after showing a picture ID and must be returned to the same center no more than two hours and 20 minutes from the time they are received by the student. Extra time taken to write an exam is considered a violation of the Academic Honor Code and will be reported to the Academic Honor Board. A student who is late for an exam may write for the remaining time in the examination period but may not have additional time. Exams which involve slides, dictation or listening comprehension are scheduled by the registrar. Such examinations may be taken only at the scheduled time.

For information regarding illness during the examination period, call Health Services at extension 2800 for instructions. Students who become ill during an examination must report directly to Health Services.

Further details of the Academic Honor Code as they apply to examinations and class work are given in the Smith College Handbook (www.smith.edu/sao/handbook). Regulations of the faculty and the registrar regarding final examination procedures are published online at the registrar's office Web site prior to the final examination period.

No scheduled or self-scheduled examination may be taken outside the regular examination period without prior permission of the administrative board. Written requests must be made to the administrative board through the class dean (not to individual faculty members). Requests to take final examinations early will not be considered; therefore, travel plans must be made accordingly.

Five College Course Enrollments

Students planning to enroll in a course at one of the other four institutions may submit their requests online through BannerWeb. Five College course requests should be submitted during the period for advising and election of courses for the coming semester. Course information is available online through the Five College online course guide or at the individual Web sites of the other four institutions. Free bus transportation to and from the institution is available for Five College students. Students in good standing are eligible to take a course at one of the other institutions: first-semester first-year students must obtain the permission of the class dean. A student must: a) enroll in a minimum of eight credits at Smith in any semester, or b) take no more than half of her course program off campus. A student must register for an approved course at one of the other four institutions by the end of the interchange deadline (the first two weeks of the semester). Students must adhere to the registration procedures and deadlines of their home institution.

Five College courses are those taught by special Five College faculty appointees. These courses are listed on pages 420–434 in this catalogue. Cooperative courses are taught jointly by faculty members from several institutions and are usually approved and listed in the catalogues of the participating institutions. The same registration procedures and approvals apply to Five College courses and cooperative courses. A list of Five College courses approved for Smith College degree credit is available at the registrar's office. Requests for approval of courses not on the list may be submitted to the registrar's office for review; however, Smith College does not accept all Five College courses for credit toward the Smith degree. Courses offered through the UMass Continuing Education Department are not part of the Five College Interchange. Students may not receive transfer credit for Continuing Education courses completed while in residence at Smith College, but may receive credit for those offered during Interterm and summer.

Students taking a course at one of the other institutions are, in that course, subject to the academic regulations, including the calendar, deadlines and academic honor system, of the host institution. It is the responsibility of the student to be familiar with the pertinent regulations of the host institution, including those for attendance, academic honesty, grading options and deadlines for completing coursework and

taking examinations. Students follow the registration add/drop deadlines of their home institution. Regulations governing changes in enrollment in Five College courses are published online at the beginning of each semester at the registrar's office Web site.

Academic Credit

Grading System

Grades are recorded by the registrar at the end of each semester. Grade reports are made available online through BannerWeb at that time.

Grades at Smith indicate the following:

A	(4.0)	C–	(1.7)
A–	(3.7)	D+	(1.3)
B+	(3.3)	D	(1.0)
B	(3.0)	D–	(0.7)
B–	(2.7)	E	(0.0)
C+	(2.3)	S: satisfactory	(C– or better)
C	(2.0)	U: unsatisfactory	
		X: official extension authorized by the class dean	
		M: unreported grade calculated as a failure	

Grades earned in Five College courses are recorded as submitted by the host institution. A Five College incomplete grade is equivalent to a failing grade and is calculated as such until a final grade is submitted. An incomplete grade will be converted to a failing grade on the student's official record if coursework is not completed by the end of the following semester.

Satisfactory/Unsatisfactory Option

Coursework in any one semester may be taken for a satisfactory (C– or better)/unsatisfactory grade, providing that:

- 1) the instructor approves the option;
- 2) the student declares the grading option for Smith courses by the end of the ninth week of classes.

Students enrolled in Five College courses must declare the option at the host campus and follow the deadlines of that institution. The fall deadline also applies to yearlong courses designated by a “D” in the course number. In yearlong courses designated by a “Y” students may elect a separate grading option for each semester. Students electing the S/U

option for both semesters of a yearlong course must do so each semester.

Within the 128 credits required for the degree, a maximum of 16 credits (Smith or other Five College) may be taken for the satisfactory/unsatisfactory grading option, regardless of how many graded credits students are enrolled in per semester. Some departments will not approve the satisfactory/unsatisfactory grading option for courses counting toward the major. Credits earned in courses with a mandatory S/U grading option are not counted toward the 16-credit limit.

Satisfactory/unsatisfactory grades do not count in the grade point average.

An Ada Comstock Scholar or a transfer student may elect the satisfactory/unsatisfactory grading option for four credits out of every 32 that she takes at Smith College.

Repeating Courses

Normally, courses may not be repeated for credit. In a few courses, the content of which varies from year to year, exceptions to this rule may be made by the instructor and the chair of the department. A student who has failed a course may repeat it with the original grade remaining on the record. The second grade is also recorded. A student who wants to repeat a course she has not failed may do so for no credit. The second grade is recorded but does not count in the grade point average.

Performance Credits

Students are allowed to count a limited number of performance credits toward the Smith degree. The maximum number allowed is indicated in the Courses of Study section under the appropriate departments. Excess performance credits are included on the transcript but do not count toward the degree.

Shortage of Credits

A shortage of credits incurred by failing or dropping a course may be made up by an equivalent amount of work carried above the normal 16-credit program, or with approved summer-school or Interterm courses accepted for credit toward the Smith College degree. In the case of failure in a course or dropping a course for reasons of health, a shortage may be filled with a student's available Advanced Placement or other pre-

matriculation credits. Any student with more than a two-credit shortage may be required to complete the shortage before returning for classes in September.

A student enters the senior year after completing a maximum of six semesters and earning at least 96 Smith College or approved transfer credits. A student may not enter her senior year with fewer than 96 credits; exceptions require a petition to the administrative board prior to the student's return to campus for her final two semesters. A student may not participate in a Smith-sponsored or affiliated Junior Year Abroad or exchange program with a shortage of credit.

Transfer Credit

A student who attends another accredited college or university and requests credit toward a Smith College degree for the work done there:

- should make her plans in accordance with the regulations concerning off-campus study and, in the case of seniors, in accordance with the regulations concerning academic residence;
- should obtain, from the class deans office, the guidelines for transferring credit. Official transcripts should be sent directly to the registrar from the other institution;
- must, if approved to study abroad, have her program approved in advance by the Committee on Study Abroad.

Final evaluation of credit is made after receipt of the official transcript showing satisfactory completion of the program.

A student may not receive credit for work completed at another institution while in residence at Smith College, except for Interterm courses and courses taken on the Five College interchange. Credit is not granted for online courses.

Transfer credit policies and guidelines are published online at the registrar's office Web site and are available at the class deans' office.

Summer-School Credit

Students may accrue a maximum of 12 approved summer-school credits toward their Smith degree with an overall maximum of 32 credits of combined summer, interterm, AP and pre-matriculation credits. With the prior approval of the class dean, summer credit may be used to allow students to make up a shortage of credits or to undertake an accelerated course program. For

transfer students and Ada Comstock Scholars, summer school credits completed prior to enrollment at Smith College are included in the 12-credit maximum.

Interterm Credit

The college may offer courses for credit during the interterm period. Such courses will carry one to four credits and will count toward the degree. The college will consider for-credit academic interterm courses taken at other institutions. The number of credits accepted for each interterm course (normally up to 3) will be determined by the registrar upon review of the credits assigned by the host institution. Any interterm course designated as 4 credits by a host institution must be reviewed by the class deans and the registrar to determine whether it merits an exception to the 3-credit limit. Students may accrue a maximum of 12 approved interterm credits at Smith or elsewhere toward their Smith degree with an overall maximum of 32 credits of combined summer, interterm, AP and pre-matriculation credits. Normally, students may not take more than 4 credits during any one interterm at Smith or elsewhere. For transfer students, interterm credits completed prior to enrollment at Smith College are included in the 12-credit maximum.

The interterm may also be a period of reading, research or concentrated study for both students and faculty. Faculty, students or staff may offer noncredit instruction or experimental projects in this period. Special conferences may be scheduled and field trips may be arranged at the discretion of individual members of the faculty. Libraries, the Center for Foreign Languages and Cultures, practice rooms and physical education facilities will remain open at the discretion of the departments concerned. This period also provides time for work in libraries, museums and laboratories at locations other than Smith College.

Students returning from a fall leave of absence or study elsewhere may participate in Interterm, but are not guaranteed housing.

College Credit Earned Before Matriculation

Smith College will accept college credit with a grade of B- or better earned at an accredited college or university before matriculation as a first-year student. Such credit must be approved according to Smith Col-

lege guidelines for transfer credit and submitted on an official college or university transcript. Such credits must be taken on the college or university campus with matriculated degree students and must be taught by a college or university professor. The course may not be listed on the high school transcript as counting toward high school graduation. Note that the restriction of 32 credits holds for any combination of AP and/or college credit earned before matriculation. Credits earned before matriculation may be used in the same manner as AP credits toward the Smith degree and may not be used to fulfill the distribution requirements for Latin Honors. Summer credits earned before matriculation will be counted in the 12-credit limit of summer credit applicable to the Smith degree.

Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Advanced Placement credit may be used with the approval of the administrative board only (1) to make up a shortage of credits incurred through failure; (2) to make up a shortage of credit incurred as a result of dropping a course for reasons of health; or (3) to undertake an accelerated course program.

Credits are recorded for scores of 4 or 5 on most Advanced Placement examinations. The credits to be recorded for each examination are determined by the individual department. A maximum of one year (32 credits) of Advanced Placement credit may be counted toward the degree. Students entering with 24 or more Advanced Placement credits may apply for advanced standing after completion of the first semester's work.

Students who complete courses that cover substantially the same material as those for which Advanced Placement credit is recorded may not then apply that Advanced Placement credit toward the degree requirements. The individual departments will determine what courses cover the same material.

The individual departments will determine placement in or exemption from Smith courses and the use of Advanced Placement credit to fulfill major requirements. No more than eight credits will be granted toward the major in any one department.

Advanced Placement credit may be used to count toward the 64 credits outside the major department or program but may not be used to fulfill the distribution requirements for Latin Honors.

International Baccalaureate and Other Diploma Programs

Credit may be awarded for the International Baccalaureate and 13th year programs outside the United States. The amount of credit is determined by the registrar upon review of the final results. Such credits may be used toward the Smith degree in the same manner as AP credits and may not be used to fulfill the distribution requirements for Latin Honors.

Academic Standing

A student is in good academic standing as long as she is matriculated at Smith and is considered by the administrative board to be making satisfactory progress toward the degree. The academic standing of all students is reviewed at the end of each semester.

Academic Probation

A student whose academic record is below 2.0, either cumulatively or in a given semester, will be placed on academic probation for the subsequent semester. Probationary status is a warning. Notification of probationary status is made in writing to the student, her family and her academic adviser. Instructors of a student on probation may be asked to make academic reports to the class deans' offices during the period of probation. The administrative board will review a student's record at the end of the following semester to determine what action is appropriate. The administrative board may require such a student to change her course program, to complete summer study or to withdraw from the college.

In general, a student on probation is advised to take no more than 16 credits. She may not enroll in courses through the Five College interchange, and may not run for or hold elected or selected office, either campuswide or within her house. Students whose grade point average is below 2.0 may not compete in intercollegiate athletics or club sports.

Standards for Satisfactory Progress

A student is not making satisfactory progress toward the degree if she remains on academic probation for more than two consecutive semesters. In addition: (1) for students of traditional age, the record cannot have more than an eight-credit shortage for more than two

consecutive semesters. (2) for Ada Comstock Scholars, at least 75 percent of all credits attempted in any academic year must be completed satisfactorily. Students not meeting this criterion may be placed on academic probation or required to withdraw; if students are receiving financial aid, they will be placed on financial aid probation and may become ineligible for financial aid if the probationary period exceeds one year. Further information is available from the Dean of Ada Comstock Scholars and the Office of Student Financial Services.

Absence from Classes

A student who is absent from classes for more than four weeks in any semester will not receive credit for the work of that semester and will be administratively withdrawn from the college.

Separation from the College

A student whose college work or conduct is deemed unsatisfactory is subject to separation from the college by action of the administrative board, the honor board, the college judicial board or the dean of the college. There will be no refund for tuition or room fees.

Administrative Board

The administrative board administers the academic requirements defined by faculty legislation. In general, academic matters affecting students are referred to this board for action or recommendation. The board consists of the dean of the college (chair), the class deans, the dean of the Ada Comstock Scholars, the registrar and three faculty members appointed by the president.

Petitions for exceptions to academic regulations are submitted in writing to the administrative board through the class dean, with appropriate faculty approvals. The administrative board will reconsider a decision only if new information is presented.

The board has the authority to take action with respect to the academic performance of individual students, including the requirement that a student must leave the college.

Student Academic Grievances

The Smith College community has always been dedicated to the advancement of learning and the pursuit of truth under conditions of freedom, trust, mutual

respect and individual integrity. The learning experience at Smith is rooted in the free exchange of ideas and concerns between faculty members and students. Students have the right to expect fair treatment and to be protected against any inappropriate exercise of faculty authority. Similarly, instructors have the right to expect that their rights and judgments will be respected by students and other faculty members.

When differences of opinion or misunderstanding about what constitutes fairness in requirements or procedures leads to conflict, it is hoped that these differences will be resolved directly by the individuals involved. When disputes cannot be resolved informally by the parties involved, procedures have been established to achieve formal resolution. These procedures are explained in detail in the Smith College Handbook (www.smith.edu/sao/handbook).

The Age of Majority

Under Massachusetts law, the age of majority is 18 and carries full adult rights and responsibilities. The college normally communicates directly with students in matters concerning grades, academic credit and standing.

However, the regulations of the federal Family Educational Rights and Privacy Act of 1974 make clear that information from the educational records of students who are dependents of their parents for Internal Revenue Service purposes, may be disclosed to the parents without the student's prior consent. It is the policy of the college to notify both the student and her parents in writing of probationary status, dismissal and certain academic warnings. Any student who is not a dependent of her parents, as defined by the Internal Revenue Code, must notify the registrar of the college in writing, with supporting evidence satisfactory to the college, by October 1 of each academic year.

In communications with parents concerning other matters, it is normally college policy to respect the privacy of the student and not to disclose information from student educational records without the prior consent of the student. At the request of the student, such information will be provided to parents and guardians. Students may authorize the release of information from their education records to their parents by completing the appropriate form at the registrar's office.

Leaves, Withdrawal and Readmission

Off-Campus Study or Personal Leaves

A student who wishes to be away from the college for a semester or academic year must submit a request for approved off-campus study or personal leave. The request must be filed with the student's class dean by May 1 for a fall semester or academic year absence; by December 1 for a second semester absence. Students in good academic standing who miss these deadlines and need to be away from campus for a semester or year may request a late leave through their class dean. A student who wants to be away from the college for more than one year must withdraw.

A student going on a Smith College Junior Year Abroad program or other approved study abroad program must file a request for approved off-campus study by the appropriate deadline.

A student who wishes to complete part or all of her senior year away from campus on a Smith or non-Smith program or at another undergraduate institution must petition the administrative board. The petition must include a plan for the satisfactory completion of the major and degree requirements, and must have the approval of the department of the major. The petition must be filed in the Office of the Class Deans by the deadline to request approval of off-campus study.

A student who expects to attend another college and request transfer credit on her return must abide by published guidelines (available in the class deans office) for transferring credit. A student may request provisional approval of transfer credit through the class deans' office. For final evaluation of credit, an official transcript must be sent directly from the other institution to the registrar at Smith College.

A student on approved off-campus study or personal leave is expected to adhere to the policies regarding such absences (available in the class dean's office). A student's account must be in good standing or the request will not be approved.

Medical Leave

If a student leaves the college on the advice of health services, confirmation will be sent to the student and her family by the registrar. Any student who leaves the

college for medical reasons is considered withdrawn and must request readmission through the registrar. The director of health services (or the associate director when specified) will request a full report from the student's health care provider and may also request documentation of improved functioning and a personal interview. Clearance by health services does not automatically guarantee readmission. The administrative board, which makes the final decision on readmission, will also consider the student's college record in the readmission process.

Short-Term Medical Leave

A student who is away from campus for an extended period of time (i.e., a week or more) for medical reasons may be placed on a short-term medical leave by health services. Instructors will be notified of the student's status by the class deans office.

Any student who is placed on short-term medical leave, whether by health services or through her class dean, must receive clearance from health services before returning to campus. Health services may require documentation from her health care provider before the student can return. The student must notify her class dean of her intention to return to classes.

Mandatory Medical Leave

The college physician or the director of the counseling service may require the withdrawal of a student who has any illness or condition that might endanger or be damaging to the health or welfare of herself or any member of the college community, or whose illness or condition is such that it cannot be effectively treated or managed while the student is a member of the college community.

Withdrawal and Readmission

A student who plans to withdraw from the college should notify her class dean. When notice of withdrawal for the coming semester is given before June 30 or December 1, the student's general deposit (\$100) is refunded. Official confirmation of the withdrawal will be sent to the student by the registrar.

A withdrawn student must submit a request for readmission to the registrar. Readmission procedures and forms are available at the registrar's office Web site. Readmission requests for return in September must be

sent to the registrar before March 1; for readmission in January, before November 1. The administrative board acts upon all requests for readmission and may require that applicants meet with the class dean or director of Health Services before considering the request. Normally, students who have withdrawn from the college must be withdrawn for at least one full semester.

A student who was formerly enrolled as a traditional student may not return as an Ada Comstock Scholar unless she has been away from the college for at least five years. Any student who has been away from Smith College for five or more years should make an appointment to speak with the dean of Ada Comstock Scholars before applying for readmission.

Graduate and Special Programs

Smith College offers men and women graduate work leading to the degrees of master of arts in teaching, master of fine arts, master of education of the deaf and master of science. The one-year postbaccalaureate program in mathematics is designed for women who need additional preparation before applying to graduate programs in mathematics. In special one-year programs, international students may qualify for a certificate of graduate studies or a diploma in American studies. In addition, master of arts and doctoral programs are offered in the School for Social Work.

Each year more than 100 men and women pursue such advanced work. Smith College is noted for its superb facilities, bucolic setting and distinguished faculty who are recognized for their scholarship and interest in teaching. Moreover, graduate students can expect to participate in small classes and receive personalized attention from instructors.

Most graduate courses, which are designated as 500-level courses in the course listings, are planned for graduate students who are degree candidates. The departments offering this work present a limited number of graduate seminars, advanced experimental work or special studies designed for graduate students. Graduate students may take advanced undergraduate courses, subject to the availability and according to the provisions stated in the paragraphs describing the requirements for the graduate degrees. Departmental graduate advisers help graduate students individually to devise appropriate programs of study.

Admission

To enter a graduate degree program, a student must have a bachelor's degree or its equivalent, an undergraduate record of high caliber and acceptance by the department concerned. All domestic applicants who wish to be considered for financial aid must submit all required application materials before January 15 of the proposed year of entry into the program, and all

financial aid forms before February 15 (refer to Financial Aid, page 59). The deadline for admission without financial aid to most graduate programs is April 1 of the proposed year of entry for the first semester, and November 1 for the second semester. (For the master of fine arts in dance, the only deadline is January 15.) All international applications for a master's degree or for the Diploma in American Studies Program must be received on or before January 15 of the proposed year of entry into the program.

Applicants must submit the following: the formal application, the application fee (\$60), an official transcript of the undergraduate record, letters of recommendation from instructors at the undergraduate institution and scores from the Graduate Record Examination (GRE). For the master of education of the deaf (M.E.D.) only, the Miller Analogies Test is an acceptable alternative to the GRE. Applicants from non-English-speaking countries must submit official results of the Test of English as a Foreign Language (TOEFL). Applicants from English-speaking countries must submit the Graduate Record Examination. Candidates must also submit a paper written in an advanced undergraduate course, except for MFA playwriting candidates, who must also submit one or more full-length scripts or their equivalent. Address correspondence and questions to the address below.

Smith College is committed to maintaining a diverse community in an atmosphere of mutual respect and appreciation of differences.

Residence Requirements

Students who are registered for a graduate degree program at Smith College are considered to be in residence. A full-time graduate student takes a minimum course program of 12 credits per semester. A half-time student takes a minimum course program of eight credits per semester. With the approval of his or her academic adviser and the director of graduate programs, a student may take a maximum of 12 credits for degree

credit at Amherst, Hampshire or Mount Holyoke colleges or the University of Massachusetts. No more than two courses (eight credits) will be accepted in transfer from outside of the Five Colleges. We strongly recommend that work for advanced degrees be continuous; if it is interrupted or undertaken on a part-time basis, an extended period is permitted, but all work for a master's degree normally must be completed within a period of four years. Exceptions to this policy will be considered by petition to the Administrative Board. During this period a continuation fee of \$60 will be charged for each semester during which a student is not enrolled at Smith College in course work toward the degree.

Leaves of Absence

A student who wishes to be away from the college for a semester or academic year for personal reasons may request a leave of absence. The request must be filed with the director of graduate programs by May 1 for a fall semester or academic-year leave; by December 1 for a second-semester leave. No leaves of absence will be approved after May 1 for the following fall semester or academic year and December 1 for the spring semester, and the student must withdraw from the college.

A leave of absence may not be extended beyond one full academic year, and a student who wants to be away from the college for more than one year must withdraw.

A student on a leave of absence is expected to adhere to the policies regarding such leaves. A student's tuition account must be in good standing or the leave of absence will be canceled.

Degree Programs

For all degree programs, all work to be counted toward the degree (including the thesis), must receive a grade of at least B-, but the degree will not be awarded to a student who has no grade above this minimum. Courses for graduate credit may not be taken on a satisfactory/unsatisfactory basis. The requirements described below are minimal. Any department may set additional or special requirements and thereby increase the total number of courses involved.

Master of Science in Biological Sciences

The Department of Biological Sciences maintains an active graduate program leading to the master of sci-

ence in biological sciences. The program of study emphasizes independent research supported by advanced course work. Candidates are expected to demonstrate a strong background in the life sciences and a clear commitment to independent laboratory, field and/or theoretical research. The department offers opportunities for original work in a wide variety of fields, including animal behavior, biochemistry, cell and developmental biology, ecology, environmental science, evolutionary biology, genetics, marine biology, microbiology, molecular biology, neurobiology, plant sciences and physiology. Students pursuing the M.S. degree are required to participate in the Graduate Seminar (BIO 507) and are expected to undertake a course of study, designed in conjunction with their adviser, that will include appropriate courses both within and outside the department.

A thesis is also required of each candidate for this degree. It may be limited in scope but must demonstrate scholarly competence; it is equivalent to a two-semester, eight-credit course. Two copies must be presented to the committee for deposit in the library. The thesis may be completed *in absentia* only by special permission of the department and of the director of graduate programs.

Master of Science in Exercise and Sport Studies

The graduate program in exercise and sport studies focuses on preparing coaches for women's intercollegiate teams. The curriculum blends theory courses in exercise and sport studies with hands-on coaching experience at the college level. By design, the program is a small one, with only 15 to 20 candidates in residence. This makes it possible for students to work independently with faculty and coaches. Smith has a history of excellence in academics and a wide-ranging intercollegiate program composed of 14 varsity sports. Entrance into the two-year program requires a strong undergraduate record and playing and/or coaching experience in the sport that a student will be coaching. Individuals who do not have undergraduate courses in exercise physiology and kinesiology should anticipate work beyond the normal 51 credits. For more information, contact Michelle Finley, Department of Exercise and Sport Studies, Smith College, Northampton, MA 01063, (413) 585-3971; e-mail: mfinley@smith.edu; www.smith.edu/ess.

Master of Arts in Teaching

The program leading to the degree of master of arts in teaching is designed for students who are planning to teach in elementary, middle or high schools and those wishing to do advanced study in the field of education. The M.A.T. program combines study in the field of the student's academic interest, the specific teaching field for students preparing to teach at the secondary or middle school levels, broader liberal arts and sciences subjects for students preparing to teach at the elementary level; with experience in teaching and the study of education theory. The departments of biological sciences, chemistry, English, French, geology, history, mathematics, physics and Spanish actively cooperate with the Department of Education and Child Study in administering the various graduate programs.

The Department of Education and Child Study uses a variety of schools and settings to provide opportunities for observation, service learning and classroom teaching experiences. These include the laboratory elementary school operated by the college, the public schools of Northampton and other area communities, as well as several private schools.

Students who follow the Master of Arts in Teaching program will, in the course of an intensive five-week summer session and a full-time academic year, be able to complete the state-approved program in teacher education enabling them to meet requirements for licensure in various states.

Admission prerequisites and course requirements vary depending upon the specific program; more detailed information may be obtained from the director of graduate programs.

Prospective candidates should have a superior undergraduate record and should present evidence of personal qualifications for effective teaching. Those interested in the MAT in secondary or middle school teaching should also possess an appropriate concentration—normally a major—in the subject of the teaching field. Along with a resume, all applicants should submit a paper or other piece of work that is illustrative of their writing. Applicants with teaching experience should include a letter of recommendation concerning their teaching. We invite interested students to visit www.smith.edu/educ/ to learn more about our program and to find application materials.

To qualify for a degree, the candidate must obtain a grade of B- or better in all courses or seminars, although a grade of C in one 4-credit course may be

permitted on departmental recommendation. Courses for graduate credit may not be taken on a satisfactory/unsatisfactory basis.

Master of Education of the Deaf

The Clarke Schools for Hearing and Speech, in Northampton, and Smith College offer a cooperative program of study (one academic year and one summer) leading to the degree of master of education of the deaf. Rolling admissions for this program for entry in summer 2011 will begin after December 1, although applications will be accepted as late as April 1 of that year. Further information can be found at www.clarke-schools.org/for-professionals.

Master of Fine Arts in Dance

The Dance Department offers a two-year M.F.A. degree program. All graduate theory courses are taught for graduate students only. Choreography and performance are the focus of the course of study, with additional work in the history and literature of dance, scientific principles applied to the teaching and performance of dance, seminars and production. Required technique courses may be taken at Smith or in any of the colleges in the Five College Dance Department. All M.F.A. students are teaching fellows and teach the equivalent of three studio courses at the undergraduate level each year. To count toward the degree, all work must earn a grade of at least B-, but the degree will not be awarded to a student who has no grade above this minimum. The thesis includes a public presentation of original choreography along with supporting production elements and a paper in support of the work.

An audition is required for entrance into the program. Interested students may consult the Smith and Five College Dance Web sites: www.smith.edu/dance and www.fivecolleges.edu/sites/dance, or contact the Dance Department directly: Dance Department, Smith College, Northampton, MA 01063; phone (413) 585-3232.

Master of Fine Arts in Playwriting

This program, offered by the Department of Theatre, provides specialized training to candidates who have given evidence of professional promise in playwriting. The Department of Theatre places great emphasis on collaborative work among designers, performers, direc-

tors and writers, thus offering a unique opportunity for playwrights to have their work nurtured and supported by others who work with it at various levels.

Sixty-four credit hours, including a thesis, and two years of residence are required. In a two-year sequence, a student would have eight required courses in directing, advanced playwriting and dramatic literature and a total of eight electives at the 300 level or above, with the recommendation that half be in dramatic literature. Electives may be chosen from acting, directing and design/tech courses and from courses outside the department and within the Five Colleges. To count toward the degree, all work must receive a grade of at least B–, but the degree will not be awarded to a student who has no grade above this minimum.

Interested students may consult the graduate adviser, Leonard Berkman, Department of Theatre, Smith College, Northampton, MA 01063; (413) 585-3206; e-mail: lberkman@smith.edu.

Cooperative Ph.D. Program

A cooperative doctoral program is offered by Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts in the fields of astronomy, biological sciences, chemistry, geology, history and physics. The degree is awarded by the university in cooperation with the institution in which the student has done the research for the dissertation. Students interested in this program should write to the dean of the graduate school, University of Massachusetts, Amherst, Massachusetts 01003, (413) 545-0721.

Master/Ph.D. of Social Work

The School for Social Work offers a master of social work (M.S.W.) degree, which focuses on clinical social work and puts a heavy emphasis on direct field work practice. The program stresses the integration of clinical theory and practice with an understanding of the social contexts in which people live. It also emphasizes an understanding of the social policies and organizational structure which influence our service delivery system. In addition, the school offers a Ph.D. program designed to prepare MSWs for leadership positions in clinical research education and practice. It also has extensive postgraduate offerings through its Continuing Education Program. For more information on admis-

sion or program detail, call the School for Social Work Office of Admission at (413) 585-7960 or e-mail at sswadmis@smith.edu. Information can also be found at the school's Web site at www.smith.edu/ssw.

Nondegree Studies Certificate of Graduate Studies

Under special circumstances we may award the Certificate of Graduate Studies to international students who have received undergraduate training in an institution of recognized standing and who have satisfactorily completed a year's program of study under the direction of a committee on graduate study. This program must include at least 24 credits completed with a grade of B– or better. At least five of these courses should be above the intermediate level.

Diploma in American Studies

This is a highly competitive one-year program open only to international students of advanced undergraduate or graduate standing. It is designed primarily, although not exclusively, for those who are teaching or who plan to teach some aspect of American culture and institutions. Candidates should have a bachelor's degree or at least four years of university-level work or the equivalent in an approved foreign institution of higher learning, and must furnish satisfactory evidence of mastery of spoken and written English. The closing date for application is January 15.

The program consists of a minimum of 24 credits: American Studies 555 (a special seminar for diploma students), 16 other credits in American studies or in one or more of the cooperating disciplines, including American Studies 570, the diploma thesis or an approved equivalent. A cumulative grade average of B in course work must be maintained.

Post-Baccalaureate Program: The Center for Women in Mathematics at Smith College

Supported by NSF Grant 0611020 and Smith College

The Post-Baccalaureate Program is for women strongly considering graduate school in the mathematical sciences but who did not major in mathematics or whose mathematics major was light. It provides an opportu-

nity to study mathematics intensively at the advanced undergraduate level.

As part of the Center for Women in Mathematics, the program is nested in a mathematical community that is supportive, friendly, fun, and serious about mathematics. The program builds the skills and confidence needed to continue to graduate school in the mathematical sciences. Each student has a faculty mentor. There are sessions on taking the GREs, applying to graduate school and surviving graduate school. Each student has the opportunity to join a research team supervised by a Smith faculty member.

The program is for one or two-semester. Admission is competitive but open to all women who have graduated from college with coursework in mathematics that includes some upper level mathematics (usually, at least Linear Algebra and Vector Calculus). Full tuition and a living stipend is available to U.S. citizens and permanent residents who are admitted to the program.

Requirements

Students must take at least 12 math credits each semester including math 300 and math 301. A Certificate of Completion is awarded to students who successfully complete two semesters including or placing out of at least one course in algebra, one in analysis, and one at the level of 310 or higher. Students failing to make satisfactory progress in one semester will not be funded for a second semester. Passing 12 mathematics credits with grades of B- or higher and continued serious interest in pursuing higher mathematics or statistics are necessary for satisfactory progress.

Applications and Contact Information

For more information, or to request application materials, please contact Ruth Haas, Department of Mathematics and Statistics, Smith College, Northampton, MA 01063, telephone: (413) 585-3872, e-mail: math-chair@smith.edu

Financial Aid

Post-baccalaureate students (American citizens or permanent residents) are eligible for fellowships, which include full tuition and a stipend of \$12,500 for the academic year.

To apply

All applicants should include letters of recommendation from at least two mathematics professors, and a personal statement that describes how this program fits with the applicant's background and goals.

Applications are reviewed on a rolling basis. The preferred deadline for January entrance is October 15, but applications are accepted through December 15. For September entrance, the preferred deadline is March 15, but applications are accepted through July 1. Students applying for financial aid are encouraged to apply by the preferred deadlines as funds are limited. Applications are processed through the Office of Graduate and Special Programs.

Nondegree Students

Well-qualified students who wish to take courses are required to file a nondegree student application along with an official undergraduate transcript showing their degree and date awarded. Applications can be obtained from the Graduate and Special Programs office. The application deadline is August 1 for the fall semester and December 1 for the spring semester. Tuition must be paid in full before a nondegree student is allowed to register. The permission of each course instructor is necessary at the time of registration, during the first week of classes each semester. Nondegree students are admitted and registered for only one semester and are not eligible for financial aid. Those wishing to take courses in subsequent semesters must reactivate their application each semester by the above deadlines.

Students who later wish to change their status to that of a part-time or full-time student working for a degree must apply for admission as a degree candidate. Credit for Smith course work taken as a nondegree student may count toward the degree with the approval of the department concerned.

Housing and Health Services

Housing

A very limited amount of graduate student housing is available on campus. Smith offers a cooperative graduate house with single bedrooms, large kitchen and no private bathrooms. Included is a room furnished with a bed, chest of drawers, mirror, desk and easy chair. Students provide their own board. For further details, send e-mail to gradstdy@smith.edu.

For individuals wishing to check the local rental market, go to www.gazettenet.com/classifieds to find "Real Estate for Rent," www.umoch.org or www.westernmass.craigslist.org. It is advisable to begin looking for housing as soon as you have decided to enroll.

Health Services

Graduate students, both full-time and part-time, are eligible to use Smith's health services and to participate in the Smith College health insurance program (see pp. 22 and 23 for complete information).

Finances

Tuition and Other Fees

Application fee	\$60
Full tuition, for the year.....	\$38,640
16 credits or more per semester	
Part-time tuition	
Fee per credit	\$1,210
Summer Intern Teaching Program tuition for degree candidates.....	\$2,500
Continuation fee, per semester	\$60
Room only for the academic year	\$6,500
Health insurance estimate	
(if coverage will begin August 15)	\$2,200
(if coverage will begin June 15)	\$2,500

For additional information concerning fees for practical music and studio art see p. 35.

Statements for semester fees are mailed in July and December from the Office of Student Financial Services. Payment of charges for the first semester is due in early August and for the second semester in early January.

Deposit

A general deposit of \$100 is required from each student upon admittance. This is a one-time deposit that will be refunded in October, or approximately six months following the student's last date of attendance, after deducting any unpaid charges or fees, provided that the graduate director has been notified in writing before July 1 that a student will withdraw for first semester or before December 1 for second semester. The deposit is not refunded if the student is separated from the college for work or conduct deemed unsatisfactory. It is not refunded for new students in the case of withdrawal before entrance.

Refunds

Please refer to page 35 and 36 for full information on refunds.

Financial Assistance

Financial assistance for graduate students at Smith College consists of fellowships, tuition scholarships, and federal loans. Students interested in applying for any type of financial aid should read this section carefully in its entirety; required materials and deadlines for application vary with the type of financial assistance requested.

All applicants for financial assistance (fellowships, scholarships) must complete their applications for admission by January 15 (new applicants). Applicants interested in federal student loans must complete an application for financial assistance by February 15, including all supplementary materials (required of both returning students and new applicants).

Fellowships

Teaching Fellowships: Teaching fellowships are available in the departments of biological sciences, exercise and sport studies and dance. For the academic year 2010–11, the stipend for full teaching fellows is \$11,910. Teaching fellows also receive assistance to reduce or eliminate tuition expenses.

Research Fellowships: Research fellowships are granted for work in various science departments as funds become available; stipends vary in accordance with the nature and length of the appointment. During the academic year, the research fellow usually carries a half-time graduate program.

The teaching and research fellowships are of particular value to students who are interested in further study or research, since they combine fellowship aid with practical experience and an opportunity to gain competence in a special field of study. In accepting one of these appointments, the student agrees to remain for its duration.

The number of fellowships is limited, and all applicants are strongly urged also to apply for tuition scholarships and loans, as described below.

Scholarships

The college offers a number of tuition scholarships for graduate study. Amounts vary according to circumstances and funds available. Applicants for scholarships must meet the January 15 deadline for submitting all materials for the admission application.

Loans

Loans are administered by Student Financial Services. Federal William D. Ford Direct Loans may be included in aid offered to graduate students on admission. Applicants for loans must meet all federal guidelines and must agree to begin monthly payments on loans soon after completion of their work at Smith College.

In addition, the application for financial assistance, with all materials described on that form, is due by February 15 for both new applicants and returning students.

In an effort to encourage liberal arts graduates to enter the teaching professions, Smith College has instituted a forgivable loan program for M.A.T. candidates in the field of mathematics. Under this program, prospective students can apply for loans to meet tuition expenses not covered by scholarships. For each of the graduate's first three years of teaching, the college will forgive a portion of that loan up to a total of 65 percent.

Applications for loans received by February 15 will be given top priority. The processing of later applications will be delayed.

Changes in Course Registration

During the first 10 class days (September in the first semester and February in the second semester), a student may drop or enter a course with the approval of the adviser.

From the 11th through the 15th day of class, a student may enter a course with the permission of the instructor, the adviser and the director of graduate programs.

After the 10th day of classes, a student may drop a course up to the end of the fifth week of the semester (October in the first semester and February in the second semester): 1) after consultation with the instructor; and 2) with the approval of the adviser and the director of graduate programs.

Instructions and deadlines for registration in Five College courses are distributed by the registrar's office.

Policy Regarding Completion of Required Course Work

A graduate student who is unable to complete required course work on time must submit to the director of graduate programs a written request for an extension before the end of the semester in which the grade is due. The request should include the reason the extension is needed and a specific date by which the student proposes to complete the work. The instructor of the course should also submit a statement in support of the extension. If the extension is granted, the work must be completed by the date agreed on by the director, instructor and student. No extensions may exceed one calendar year from the time of initial enrollment in the course. The initiative in arranging for the completion of course work rests with the student.

Courses of Study, 2010–11

	Designation	Academic Division
Interdepartmental Minor in African Studies	AFS	I/II
Major and Minor in the Department of Afro-American Studies	AAS	I
Interdepartmental Major in American Studies	AMS	II
Interdepartmental Minor in Ancient Studies	ANS	I/II
Majors and Minor in Anthropology	ANT	II
Interdepartmental Minor in Archaeology	ARC	I/II
Majors and Minors in the Department of Art	ART	I
Minors: Architecture and Urbanism	ARU	I
Art History	ARH	I
Graphic Art	ARG	I
Studio Art	ARS	I
Minor in Arts and Technology	ATC	
Major and Minor in the Five College Department of Astronomy	AST	III
Interdepartmental Minor in Astrophysics	APH	III
Interdepartmental Major in Biochemistry	BCH	III
Major and Minor in the Department of Biological Sciences	BIO	III
Major and Minor in the Department of Chemistry	CHM	III
Majors and Minors in the Department of Classical Languages and Literatures	CLS	I
Major: Classical Studies	CST	I
Majors and Minors: Greek	GRK	I
Latin	LAT	I
Classics	CLS	I
Interdepartmental Major in Comparative Literature	CLT	I
Major and Minors in the Department of Computer Science	CSC	III
Minors: Digital Art	CDA	III
Digital Music	CDM	III
Systems Analysis	CSA	III
Computer Science and Language	CSL	III
Mathematical Foundations of Computer Science	CSF	III
Major and Minor in the Five College Dance Department	DAN	I
Major and Minor in the Department of East Asian Languages and Literatures*	EAL	I
Major: East Asian Languages and Cultures	EAC	
Minor: East Asian Languages and Literatures		
Interdepartmental Major and Minor in East Asian Studies	EAS	I/II
Major and Minor in the Department of Economics	ECO	II
Major and Minor in the Department of Education and Child Study	EDC	II
Major and Minor in the Department of Engineering	EGR	III

Key: Division I The Humanities
 Division II The Social Sciences and History
 Division III The Natural Sciences

*Currently includes Chinese (CHI), Japanese (JPN) and Korean (KOR)

Major and Minor in the Department of English Language and Literature	ENG	I
Interdepartmental Major and Minor in Environmental Science and Policy	ENV	III
Interdepartmental Minor in Ethics	ETH	I/II/III
Minor in the Department of Exercise and Sport Studies	ESS	III
Interdepartmental Minor in Film Studies	FLS	I/II
Major in the Department of French Studies	FRN	I
First-Year Seminars	FYS	I/II/III
Major and Minor in the Department of Geosciences	GEO	III
Major and Minor in the Department of German Studies	GER	I
Major and Minor in the Department of Government	GOV	II
Major and Minor in the Department of History	HST	II
Interdepartmental Minor in History of Science and Technology	HSC	I/II/III
Major and Minor in the Department of Italian Language and Literature	ITL	I
Major: Italian Studies	ITS	I
Interdepartmental Major and Minor in Jewish Studies	JUD	I/II
Minor in Landscape Studies	LSS	I
Interdepartmental Major and Minor in Latin American and Latino/a Studies	LAS	I/II
Major: Latino/a Studies	LATS	I/II
Interdepartmental Minor in Linguistics	LNG	I/II/III
Interdepartmental Minor in Logic	LOG	I/III
Interdepartmental Minor in Marine Science and Policy	MSC	III
Major and Minor in the Department of Mathematics and Statistics	MTH	III
Interdepartmental Major and Minor in Medieval Studies	MED	I/II
Interdepartmental Minor in Middle East Studies	MES	
Major and Minor in the Department of Music	MUS	I
Interdepartmental Major and Minor in Neuroscience	NSC	III
Major and Minor in the Department of Philosophy	PHI	I
Major and Minor in the Department of Physics	PHY	III
Presidential Seminars	PRS	I/II/III
Major and Minor in the Department of Psychology	PSY	III
Interdepartmental Minor in Public Policy	PPL	II/III
Major and Minor in the Department of Religion	REL	I
Majors in the Department of Russian Language and Literature	RUS	I
Major: Russian Literature	RUL	I
Russian Civilization	RUC	I
Major and Minor in the Department of Sociology	SOC	II
Majors and Minors in the Department of Spanish and Portuguese*	SPP	I
Major: Spanish	SPN	I
Portuguese-Brazilian Studies	SPB	I
Latin American Area Studies	SLS	
Minors: Spanish	SPN	I
Portuguese-Brazilian Studies	SPB	I
Latin American Area Studies	SLS	
Interdepartmental Minor in Statistics	STS	III
Major and Minor in the Department of Theatre	THE	I

*Portuguese language courses are designated POR.

Interdepartmental Minor in Third World Development Studies	TWD	I/II
Interdepartmental Minor in Urban Studies	URS	I/II
Interdepartmental Major and Minor in Study of Women and Gender	SWG	I/II/III
Extrdepartmental Course in Accounting	ACC	II
Interdepartmental Courses in Philosophy and Psychology	PPY	I/III
Other Extrdepartmental Courses	EDP	
Other Interdepartmental Courses	IDP	
Five College Course Offerings by Five College Faculty		
Five College Film Studies Major	FLS	
Five College Certificate in African Studies	AFC	
Five College Asian/Pacific/American Certificate Program	APA	
Five College Certificate in Buddhist Studies	BDHC	
Five College Certificate in Coastal and Marine Sciences	MSCC	
Five College Certificate in Cognitive Neuroscience	CNC	
Five College Certificate in Culture, Health and Science	CHS	
Five College Certificate in Ethnomusicology	ETM	
Five College Certificate in International Relations	IRC	
Five College Certificate in Latin American Studies	LAC	
Five College Certificate in Logic	LOGC	
Five College Certificate in Middle East Studies	MEC	
Five College Certificate in Native American Indian Studies	NAIS	
Five College Certificate in Russian, East European and Eurasian Studies		
Five College Self-Instructional Language Program	SIL	
Foreign Language Literature Courses in Translation		
Interterm Courses Offered for Credit		
Science Courses for Beginning Students		
American Ethnicities Courses		
Quantitative Courses for Beginning Students		
Archives Concentration	ARX	
Bio-Mathematical Sciences Concentration	BMX	
Museum Concentration	MUX	
Poetry Concentration	PYX	

Deciphering Course Listings

Course Numbering

Courses are classified in six grades indicated by the first digit of the course number. In some cases, sub-categories are indicated by the second and third digits.

100 level	Introductory courses (open to all students)
200 level	Intermediate courses (may have prerequisites)
300 level	Advanced courses (have prerequisites)
400 level	Independent work, numbered as follows:
400	Special Studies (variable credit as assigned)
404	Special Studies (semester, four credits)

408d	Special Studies (full year, eight credits)
410	Internships (credits as assigned)
420	Independent Study (credits as assigned)
430d	Honors Project (full year, eight credits)
431	Honors Project (first semester only, eight credits)
432d	Honors Project (full year, 12 credits)
500 level	Graduate courses—for departments that offer graduate work, independent work is numbered as follows:
580	Special Studies
590	Thesis
900 level	Reserved for courses (e.g., music performance) that are identifiably distinct from the other offerings of a department.

A “j” after the course number indicates a course offered for credit during Interterm, and a “d” or “y” indicates a full-year course in which credit is granted after two consecutive semesters. In “d” courses, the final grade assigned upon completion of the second semester is cumulative for the year.

A course in which the spring semester is a continuation of the fall semester is given the next consecutive number and listed separately with the prerequisite indicated.

Full-year courses are offered when it is not permissible for a student to receive credit for one semester only.

Language courses are numbered to provide consistency among departments.

- The introductory elementary course in each language is numbered 100.
- The intensive course in each language is numbered 110 or 111 and normally is a full-year course.
- Intermediate language courses are numbered 120 for low intermediate and 220 for high intermediate.

Introductory science courses are numbered to provide consistency among departments.

- The introductory courses that serve as the basis for the major are numbered 111 (and 112 if they continue into a second semester). “Fast track” courses are numbered 115 (and 116 when appropriate).
- Courses at the introductory or intermediate level that do not count toward the major are numbered 100–109 and 200–209.
- Courses approved for listing in multiple departments and programs are identified by the three-letter designation of the home department and are described fully in that department’s course listings.

Courses with Limited Enrollment

Seminars are limited to 12 students and are open only to juniors, seniors and graduate students, by permission of the instructor. At the discretion of the instructor and with the approval of the department chair or the program director, 15 students may enroll. The designation that a course is a seminar appears in the title unless all seminars appear as a separate and clearly designated group in the department’s course listing. The current topic, if applicable, immediately follows the title of the seminar.

Colloquia, primarily reading and discussion courses with an enrollment limit of 20, are also clearly designated.

Proseminars are directed courses of study conducted in the manner of a graduate seminar but open to undergraduate students.

Instructors

The symbols before an instructor’s name in the list of members of a department indicate the following:

- *1 absent fall semester 2010–11
- *2 absent fall semester 2011–12
- **1 absent spring semester 2010–11
- **2 absent spring semester 2011–12
- †1 absent academic year 2010–11
- †2 absent academic year 2011–12
- §1 director of a Junior Year Abroad Program, academic year 2010–11
- §2 director of a Junior Year Abroad Program, academic year 2011–12

Visiting faculty and some lecturers are generally appointed for a limited term. The phrase “to be announced” refers to the instructor’s name.

Meeting Times

Course meeting times are listed in the “Schedule of Classes” distributed by the registrar before each semester. Students may not elect more than one course in a time block (see chart inside back cover), except in rare cases that involve no conflict. Where scheduled hours are not given, the times of meeting are arranged by the instructor.

Other Symbols and Abbreviations

- dem.: demonstration course
- lab.: laboratory
- Lec.: lecture
- sec.: section
- dis.: discussion

- (): A department or college name in parentheses following the name of an instructor in a course listing indicates the instructor’s usual affiliation.

- (E): An "E" in parentheses at the end of a course description designates an experimental course approved by the Committee on Academic Priorities to be offered not more than twice.
- (C): The history department uses a "C" in parentheses after the course number to designate colloquia that are primarily reading and discussion courses limited to 20 students.
- (L): The history department uses an "L" in parentheses after the course number to designate lectures that are unrestricted in size. Lectures and colloquia are open to all students unless otherwise indicated.
- (MI): The anthropology department uses "MI" in parentheses after the course number to designate a course that is method intensive.
- (TI): The anthropology department uses "TI" in parentheses after the course number to designate a course that is theory intensive.
- L: The dance and theatre departments use an "L" to designate that enrollment is limited.
- P: The dance and theatre departments use a "P" to designate that permission of the instructor is required.
- AP: Advanced Placement. See p. 50.
- S/U: Satisfactory/unsatisfactory. See p. 48.
- WI: Writing intensive. Each first-year student is required, during her first or second semester at Smith, to complete at least one writing-intensive course. See page 8 for a more complete explanation.
- [] Courses in brackets will not be offered during the current year.
- { } Course listings in this catalogue indicate in curly brackets which area(s) of knowledge a given course covers (see pp. 7–8 for a fuller explanation). Please note that certain courses do not indicate any designation as decided by the department, program or instructor involved, e.g., English 101. Students who wish to become eligible for Latin Honors at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge; see page 7. (If a course is fewer than four credits but designated for Latin Honors, this will be indicated. This applies to those students who began at Smith in September 1994 or later and who graduated in 1998 or later.) Following is a listing of the major fields of knowledge as described on pages 7–8; multiple designations are separated by a slash, e.g., **{L/H/F}**:
- L Literature:
- H Historical studies
- S Social science
- N Natural science
- M Mathematics and analytic philosophy
- A The arts
- F A foreign language

The course listings on pp. 67–453 are maintained by the Office of the Provost/Dean of the Faculty. For current information on courses offered at Smith, visit www.smith.edu/catalogue.

African Studies

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Advisers and Members of the African Studies Committee:

^{**2} Elliot Fratkin, Professor of Anthropology
^{**2} Caroline Melly, Assistant Professor of Anthropology
^{**2} Albert Mosley, Professor of Philosophy
 Katwiwa Mule, Associate Professor of Comparative Literature, *Director*

^{*1} Catharine Newbury, Professor of Government
 David Newbury, Professor of African Studies and of History
 Gregory White, Professor of Government
^{*1} Louis Wilson, Professor of Afro-American Studies

300 Capstone Colloquium in African Studies

This colloquium represents an interdisciplinary capstone experience for students concentrating in African studies. Six broad Africa-based themes will be treated: (1) African History and Historiographies; (2) Anthropological Perspectives; (3) Governance and Political Conflict; (4) International Relations and Issues of Development; (5) Issues of Environment and Social Ecology; (6) African Literature and the Arts. Many sections will include African studies faculty from the Five Colleges, with course continuity provided by the lead instructor. Prerequisites: junior or senior standing and permission of the instructor. The colloquium is designed for students with substantial coursework in African studies and/or those with study-abroad experience in Africa. Enrollment limited to 18. **{H/S}** 4 credits
David Newbury
 Offered Spring 2011 at Smith College

The African Studies Minor

The African studies minor at Smith allows students to complement their major with a program that provides a systematic introduction to the complex historical, political and social issues of the African continent. The minor is structured to give the student interdisciplinary training within key fields of knowledge: literature and the arts, social science, and historical studies.

Requirements: Six semester courses on Africa are required. One course must be drawn from each of the following three fields:

Arts and Literature
 Historical Studies
 Social Sciences

No more than two courses from a student's major may be counted toward the minor. At the discretion of the adviser, equivalent courses at other colleges may be substituted for Five College courses.

Language. Students interested in African studies are encouraged to study French or Portuguese. In addition, a student who has achieved intermediate-level competence in an African language may petition for this to count as one of the required courses in the field of Arts, Literature, and Humanities.

Students with required language component may apply for the Five College African Studies Certificate (see page 435).

Study Abroad. Students are encouraged to spend a semester or more in Africa. Information on current programs may be obtained from the African Studies Director and should be discussed with the minor adviser.

Courses:

AFS 300 Capstone Colloquium in African Studies

Arts, Literature and Humanities

ARH 130 Introduction to Art History: Africa, Oceania, and Indigenous Americas

CLT 205 Twentieth-Century Literatures of Africa

CLT 266 South African Literature and Film

CLT 267 African Women's Drama

CLT 271 Writing in Translation: Bilingualism in the Post Colonial Novel

CLT 305 Studies in the Novel: The Modern African Novel: Texts and Issues

CLT 315 The Feminist Novel in Africa

DAN 377 Interpretation and Analysis of African Dance

FRN 230 Women Writers of Africa and the Caribbean

FRN 244 Cities of Light: Urban Spaces in Franco-phone Film

FRN 392 Seminar: Locating "la francophonie"

FYS 165 Childhood in African Literature

MUS 220 Topics in World Music: African Popular Music

PHY 254 African Philosophy

GOV 227 Contemporary African Politics

GOV 232 Women and Politics in Africa

GOV 233 Problems in Political Development

GOV 321 Seminar: The Rwanda Genocide in Comparative Perspective

GOV 347 Seminar: North Africa in the International System

Historical Studies

AAS 218 History of Southern Africa (1600–1900)

AAS 370 Seminar: Modern Southern Africa

HST 101 Biography and History in Africa

HST 256 Introduction to West African History

HST 257 East Africa in the 19th and 20th Centuries

HST 258 History of Central Africa

HST 299 Ecology and Imperialism in African History

Social Sciences

AAS 202 Topics in Black Studies: Anthropology of the African Diaspora

ANT 230 Africa: Population, Health and Environment Issues

ANT 271 Globalization and Transnationalism in Africa

ANT 272 Women in Africa

ANT 348 Seminar: Health in Africa

ECO 214 Economies of the Middle East and North Africa

Afro-American Studies

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

Paula J. Giddings, B.A.
Andrea Hairston, M.A. (Theatre and Afro-American
Studies)

^{†1} Louis E. Wilson, Ph.D.

Associate Professors

^{**1, *2} Kevin E. Quashie, Ph.D.
Daphne Lamothe, Ph.D., *Chair*

Assistant Professor

Riché Barnes, Ph.D.

Lecturer

Adrianne Andrews, Ph.D.

111 Introduction to Black Culture

An introduction to some of the major perspectives, themes, and issues in the field of Afro-American studies. Our focus will be on the economic, social and political aspects of cultural production, and how these inform what it means to read, write about, view and listen to Black culture. **{S}** 4 credits

Kevin Quashie

Offered Fall 2010

112 Methods of Inquiry

This course is designed to introduce students to the many methods of inquiry used for research in interdisciplinary fields such as Afro-American studies. Guided by a general research topic or theme, students will be exposed to different methods for asking questions and gathering evidence. **{S}** 4 credits

Adrianne Andrews

Offered Spring 2011

FYS 148 African American Migration Narratives

Did you know that migration experiences are at the core of almost every major historical occurrence for African Americans? Focusing on migration (whether coerced or self-initiated) allows us to consider how black people empower themselves and remake their worlds, shaping cultures and identities. Among the topics for examination will be: the transatlantic and

domestic slave trades, fugitivity, the Great Migration from the South, the post-Civil Rights era "reverse migration" to the South, reverse migrations to the African continent, and more recent immigrations to the U.S. by Caribbean peoples. We will use poetry, novels, history and journalistic accounts, as well as narrative and documentary films to ask how these stories help us understand the intricacies of this rich history. Students will participate in class discussion and give a short oral presentation, conduct online and library research, and write frequent analytical papers focusing on literary criticism. Enrollment limited to 16 first-year students.

WI **{L}** 4 credits

Daphne Lamothe

Offered Fall 2010

209 (C) Feminism, Race and Resistance: History of Black Women in America

This interdisciplinary course will explore the historical and theoretical perspectives of African American women from the time of slavery to the post-civil rights era. A central concern of the course will be the examination of how Black women shaped, and were shaped by, the intersectionality of race, gender and sexuality in American culture. Not open to first-year students. Enrollment limited to 25. **{H}** 4 credits

Paula Giddings

Offered Fall 2010

232 The Black Church in the United States

PENDING CAP APPROVAL

This course is a socio-cultural view of the Black Church. It focuses attention on the development of the Black Church in the U.S. while locating the Black Church within the African Diaspora. We will explore the history of Black religious expression during slavery that created the merging of African spiritually and Protestantism in the Afro-Caribbean and the U.S. We will also explore the contemporary growth of the Pentecostal/holiness tradition in the Caribbean and Africa, as well as the more recent influence of Judaism and Islam on the African American religious experience. The exploration of each will be grounded in investigating the ways religion, spirituality and "church," have been used to imagine freedom for variously oppressed groups. We will utilize scholarly texts as well as film and ethnography. Students will conduct exploratory/qualitative research as a major component of the class requirements. **{H/S}** 4 credits

Riché Barnes

Offered Fall 2010

243 Black Activist Autobiography

From the publication of "slave narratives" in the 18th century to the present, African Americans have used first-person narratives to tell their personal stories and to testify about the structures of social, political and economic inequality faced by black people. These autobiographical accounts provide rich portraits of individual experience at a specific time and place as well as insights into the larger socio-historical context in which the authors lived. This course will focus on the autobiographies of activist women. In addition to analyzing texts and their contexts, we will reflect on and document how our own life history is shaped by race. Writers and subjects will include Sojourner Truth, Zora Neale Hurston, Angela Davis, Harriet Jacobs and Audre Lorde among others. **{H/S}** 4 credits

Riché Barnes

Offered Spring 2011

245/ENG 282 The Harlem Renaissance

A study of one of the first cohesive cultural movements in African-American history. This class will focus on developments in politics and civil rights (NAACP, Urban League, UNIA), creative arts (poetry, prose, painting, sculpture) and urban sociology (modernity, the rise of cities). Writers and subjects will include Zora Neale Hurston, David Levering Lewis, Gloria Hull, Langston

Hughes and Nella Larsen among others. Enrollment limited to 40. **{L}** 4 credits

Daphne Lamothe

Offered Spring 2011

348/ENG 348 Black Women Writers

How does gender matter in a black context? That is the question we will ask and attempt to answer through an examination of works by such authors as Phillis Wheatley, Pauline Hopkins, Nella Larsen, Zora Neale Hurston, Toni Morrison, Alice Walker, Gayl Jones and Audre Lorde. Prerequisite: one college-level literature course or permission of the instructor. This course is not a seminar. **{L}** 4 credits

Kevin Quashie

Offered Fall 2010

366 Seminar: Contemporary Topics in Afro-American Studies*Classic Black Texts (Capstone Course)*

This seminar will study closely a dozen or so classic texts of the black canon. The intent here will be to look at each text in its specific historical context, in its entirety, and in relation to various trajectories of black history and intellectual formation. Though this course will necessarily revisit some works that a student might have encountered previously here, these works will be considered in a more complete context than is possible in survey courses. Authors might include W.E.B. Du-Bois, Jean Toomer, Zora Neale Hurston, Ralph Ellison, Alice Walker, Toni Morrison, Rita Dove, Patricia Hill Collins, bell hooks, Lorraine Hansberry, Malcolm X, Marlon Riggs and Audre Lorde. This seminar serves as the capstone course required for all majors including honors projects students. **{L}** 4 credits

Daphne Lamothe

Offered Spring 2011

Race and Class in Conflict: The Rise of the Black Middle Class

Class conflict within black America has always been controversial. Some scholars argue the historic roots of the black American common experience due to white American racism and discrimination. While others argue that with increasing economic differentiation, the black "community" has a growing economic and class divide. This course will explore the conflation of race and class, the various phases of the development of the black middle class, and the growing effects of

intra-racial gentrification and the rise of black suburbanization on the tenuous position of racial solidarity in the U.S. We will use film, ethnography, fiction, as well as historic and contemporary studies to explore class conflict and community change in the urban/suburban U.S. Students will have weekly short writing assignments as well as a final paper. **{S}** 4 credits

Riché Barnes

Offered Fall 2010

Ida B. Wells and the Struggle Against Racial Violence

Ida B. Wells (1862–1931) was a black investigative journalist who began, in 1892, the nation's first anti-lynching campaign. In her deconstruction of the reasons for, and response to, violence—and particularly lynching—she also uncovered the myriad components of racism in a formative period of race relations that depended on ideas of emerging social sciences, gender identity and sexuality. The course will follow Wells' campaign, and in the process study the profound intersections of race, class, gender and sexuality which have shaped American culture and history. **{H}** 4 credits

Paula Giddings

Offered Spring 2011

400 Special Studies

By permission of the department, for junior and senior majors. 1–4 credits

Offered both semesters each year

Additional Courses Related to Afro-American Studies

As an interdisciplinary department, we encourage students to explore course opportunities in other departments and in the Five Colleges. Some examples are listed below. Students should check departmental entries to find out the year and semester particular courses are being offered.

AMS	102	Race Matters
ANT	232	Third World Politics: Anthropological Perspectives
CLT	305	Studies in the Novel: The Making of the African Novel

DAN	142	Comparative Caribbean Dance I
ECO	230	Urban Economics
GOV	311	Seminar in Urban Politics
HST	266	The Age of the American Civil War
HST	267	The United States Since 1890
HST	265	Race, Gender and United States Citizenship, 1789–1861
HST	270	Aspects of American History: The Black Atlantic
HST	273	Contemporary America
HST	275	Intellectual History of the United States
HST	371	Problems in 19th-Century United States History: African-American Women in Slavery and Freedom
MUS	206	Improvising History: The Development of Jazz*
PHI	210	Issues in Recent and Contemporary Philosophy
PHI	254	African Philosophy
PSY	247	Psychology of the Black Experience*
SOC	213	Ethnic Minorities in America*
SOC	218	Urban Politics*
THE	214	Black Theatre*
THE	215	Minstrel Shows*

*These courses are cross-listed with Afro-American studies

The Major

Requirements for the Major

Eleven four-credit courses as follows:

1. Three required courses: 111, 112 and 117.
2. General concentration: four 100- and 200-level courses at least one of which must have a primary focus on the African Diaspora. Courses at the 300 level may also be used when appropriate.
3. Advanced concentration: three courses organized thematically or by discipline. Of the three courses, at least one must be at the 300 level; and at least one must have a primary focus on the African Diaspora.
4. The designated capstone seminar in the junior or senior year. The course is required of all majors including honors projects students.

The Minor

Requirements for the Minor

Six four-credit courses as follows:

1. Two of the three required courses: 111, 112, 117.
2. Four elective courses, at least one of which must be a seminar or a 300-level class; and at least one of which must have a primary focus on the African Diaspora.

Adviser for Study Abroad: Riché Barnes

Honors

Director: Daphne Lamothe

430d Honors Project

8 credits

Full-year course; Offered each year

431 Honors Project

8 credits

Offered each Fall

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

American Ethnicities

Visiting faculty and some lecturers are generally appointed for a limited term.

Visit www.smith.edu/catalog for current course information.

The following courses have been revised or added to the curriculum as a result of the American Ethnicities (Diversity) Seminar held at Smith. They represent a sampling of courses in the curriculum that focus on ethnic diversity in the United States.

AAS 245/ENG 282 The Harlem Renaissance

A study of one of the first cohesive cultural movements in African-American history. This class will focus on developments in politics, and civil rights (NAACP, Urban League, UNIA), creative arts (poetry, prose, painting, sculpture) and urban sociology (modernity, the rise of cities). Writers and subjects will include Zora Neale Hurston, David Levering Lewis, Gloria Hull, Langston Hughes and Nella Larsen among others. Enrollment limited to 40. **{L}** 4 credits

Daphne Lamothe

Offered Spring 2011

ANT 240 Anthropology of Museums

This course critically analyzes how the museum enterprise operates as a social agent in both reflecting and informing public culture. The relationship between the development of anthropology as a discipline and the collection of material culture from colonial subjects will be investigated and contemporary practices of self-representation explored. Topics include the art/artifact debate, lynching photography, plantation museums, the formation of national and cultural identity, commodification, consumerism, repatriation and contested ideas about authenticity and authority. The relationship of the museum to a diverse public with contested agendas will be explored through class exercises, guest speakers, a podcast student project, field trips and written assignments. Effective Spring 2008: Prerequisite: 130 or permission of the instructor. (TI) **{S/H}** 4 credits
Not offered 2010–11

ARH 101 Approaches to Visual Representation (C)

Topic: Advertising and Visual Culture. By analyzing advertisements—from ancient Pompeian shop signs and graffiti to contemporary multi-media appropriations—this course will seek to understand how images function in a wide array of different cultures. In developing a historical sense of visual literacy, we'll also explore the shifting parameters of "high" art and "low" art, the significance of advertising in contemporary art and the structuring principles of visual communication. **{H/A}** 4 credits

Laura Kalba

Offered Fall 2010

ARH 289/LAS202 Talking Back to Icons: Latino/a Artistic Expression

This class focuses upon Latino/a artistic cultures and the role of icons in representation. We examine visual images, poster and comic book art, music, poetry, short stories, theatre, performance art and film, asking: What is a cultural icon? Our perspective stretches across time, addressing the conquest of the Americas, the Treaty of Guadalupe Hidalgo, the annexation of Puerto Rico, the Chicano/a movement and contemporary transmigration of peoples from the Caribbean. Among the icons we discuss: Che Guevara, the Virgin of Guadalupe and Selena. Prerequisite: one course in Latino/a or Latin American art or permission of the instructors. Reading knowledge of Spanish recommended. Enrollment limited to 35. **{A/L}** 4 credits
Not offered 2010–11

EDC 200 Education in the City

The course explores how the challenges facing schools in America's cities are entwined with social, economic and political conditions present within the urban environment. Our essential question asks how have urban educators and policy makers attempted to provide a quality educational experience for youth when

issues associated with their social environment often present significant obstacles to teaching and learning? Using relevant social theory to guide our analyses, we'll investigate school reform efforts at the macro-level by looking at policy-driven initiatives such as high stakes testing, vouchers, and privatization and at the local level by exploring the work of teachers, parents, youth workers and reformers. There will be fieldwork opportunities available for students. Enrollment limited to 35.

{S} 4 credits

Sam Intrator

Offered Fall 2010

ENG 239 American Journeys

A study of American narratives, from a variety of ethnic traditions and historical eras, that explore the forms of movement—immigration, migration, boundary crossing—so characteristic of American life. Emphasis on each author's treatment of the complex encounter between new or marginalized Americans and an established culture, and on definitions or interrogations of what it might mean to be or become "American." **{L}** 4 credits

Richard Millington

Offered Fall 2010

MUS 205 Topics in Popular Music

Topic: Ethnicity, Race and Popular Song in the United States From Stephen Foster to Elvis Presley. From the early 19th century Irish Melodies of Thomas Moore to contemporary hip hop, popular vocal music in the United States has been tied to processes of ethnic and racial formation. This course will examine how some ethnic and racial minorities in America (African, Jewish, Chinese, Latino) were portrayed through the medium of commercially published popular song in the period c. 1850–1950. Questions of historical and cultural context will be considered but the emphasis will be on the relationship (or nonrelationship) between music and text. Readings in history, sociology and cultural studies as well as music history. Listening, viewing videos and consultation of on-line resources. A reading knowledge of music is not required. **{A/H}** 4 credits
Not offered 2010–11

PHI 246 Race Matters: Philosophy, Science and Politics

This course will examine the origins, evolution and contemporary status of racial thinking. It will explore how religion and science have both supported and

rejected notions of racial superiority; and how preexisting European races became generically white in Africa, Asia and the Americas. The course will also examine current debates concerning the reality of racial differences, the role of racial classifications, and the value of racial diversity. **{H/S}** 4 credits

Not offered 2010–11

PSY 313 Research Seminar in Psycholinguistics

Topic: Assessing Pragmatics in Child Language. The seminar will explore the topic of pragmatics in child language: how language is used in the service of social discourse. How do children learn to take others' points of view, to use language for different communicative purposes, to understand non-literal language such as sarcasm? We will explore a variety of topics, including new methods of assessment, and discuss throughout the special challenges of pragmatics in children with autism. Prerequisites: One of: PSY/PHI 213, PHI 236, PSY 233, EDC 235 or permission of instructor. **{N}** 4 credits

Not offered 2010–11

REL 266 Buddhism in America

Almost fifty different Buddhist groups can be found within a 20-mile radius of the Smith campus. This class will explore the way Buddhism is practiced and conceptualized by some of the more prominent and representative groups in the area as a perspective from which to reflect on the broader phenomenon of Buddhism in America. It will involve participant observation, field trips and class visits from some of the area teachers. Enrollment limited to 25 students. **{H}** 4 credits

Peter N. Gregory

Not offered 2010–11

SOC 213 Ethnic Minorities in America

The sociology of a multiracial and ethnically diverse society. Comparative examinations of several American groups and subcultures. Enrollment limited to 35. **{S}** 4 credits

Vanessa Adel, Spring 2011

Ginetta Candelario, Spring 2012

SOC 314 Seminar in Latina/o Identity

Topic: Latina/o Racial Identities in the United States. This seminar will explore theories of race and ethnicity, and the manner in which those theories have been

confronted, challenged and/or assimilated by Latina/os in the United States. Special attention will be paid to the relationship of Latina/os to the white/black dichotomy. A particular concern throughout the course will be the theoretical and empirical relationship between Latina/o racial, national, class, gender and sexual identities. Students will be expected to engage in extensive and intensive critical reading and discussion of course texts. 4 credits

Ginetta Candelarío

Not offered 2010–11

SWG 260 The Cultural Work of Memoir

This course will explore how queer subjectivity intersects with gender, ethnicity, race and class. How do individuals from groups marked as socially subordinate or nonnormative use life-writing to claim a right to write? The course uses life-writing narratives, published in the U.S. over roughly the last 30 years, to explore the relationships between politicized identities, communities and social movements. Students also practice writing memoirs. Prerequisites: SWG 150 and a literature course. **[L/H]** 4 credits

Susan Van Dyne

Not offered 2010–11

THE 141 Acting I

Introduction to physical, vocal and interpretative aspects of performance, with emphasis on creativity, concentration and depth of expression. Enrollment limited to 14.

[A] 4 credits

Normi Noel

Offered Spring 2011

Topic: Acting Fundamentals for Majors

A more focused approach to acting for those students with some acting experience and for those who intend to major in theatre, encompassing foundational skills, developing a personal warm-up, and work on script analysis, character building, scoring the role and creating ensemble. We work on developing truthful responses to imaginary circumstances, and exploring the worlds of the text. Enrollment limited to 14.

Ellen W. Kaplan, Fall 2010

Daniel Elibu Kramer, Spring 2011

Offered Fall 2010, Spring 2011

THE 213 American Theatre and Drama

This course will trace the sometimes competing, sometimes complimentary, forces of Puritanism and mercantilism on the American theatre. Beginning with the theatre of the colonies and the early days of Independence; moving through Westward expansion, the Civil War, industrialization and workers' rights movements; continuing through the Golden Age of Broadway, the Civil Rights movement, the identity politics-driven decades of the 1970s, 1980s and 1990s; and including the present day, the course will investigate the interplay of commercial and social realities in defining what makes American theatre American. **[L/H/A]** 4 credits

Holly Derr

Not offered 2010–11

American Studies

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Rosetta Marantz Cohen, Ed.D., Professor of Education and Child Study

^{†1} Daniel Horowitz, Ph.D., Professor of American Studies and of History

^{**1} Richard Millington, Ph.D., Professor of English Language and Literature, *Director*, Fall 2010

Michael Thurston, Ph.D., Professor of English Language and Literature, *Director*, Spring 2011

Floyd Cheung, Ph.D., Associate Professor of English Language and Literature

Kevin Rozario, Ph.D., Associate Professor of American Studies

^{*2} Steve Waksman, Ph.D., Associate Professor of Music
Sujani Reddy, Five College Assistant Professor of Asian / Pacific/ American Studies

Nan Wolverton, Ph.D., Adjunct Assistant Professor

G. Melissa Garcia, M.Phil, Lecturer

Kerry Buckley, Ph.D., Lecturer

Dorothy Moss, Ph.D., Lecturer

Joan Leiman Jacobson Visiting Nonfiction Writer
Hilton Als

Hamburg Exchange Professor
Susanne Rohr, Ph.D.

Research Associates

Kerry Buckley, Ph.D.

W.T. Lhamon, Jr., Ph.D.

Sherry Marker, M.A.

Susanne Rohr, Ph.D.

Barry Werth, M.S.

American Studies Committee

Rosetta Marantz Cohen, Ed.D., Professor of Education and Child Study

^{†1} Daniel Horowitz, Ph.D., Professor of American Studies and of History

^{**1} Richard Millington, Ph.D., Professor of English Language and Literature

Christine Shelton, M.S., Professor of Exercise and Sport Studies

Michael Thurston, Ph.D., Professor of English Language and Literature

^{**2} Susan R. Van Dyne, Ph.D., Professor of the Study of Women and Gender

^{†1} Louis Wilson, Ph.D., Professor of Afro-American Studies

Floyd Cheung, Ph.D., Associate Professor of English Language and Literature

^{†2} Alice Hearst, J.D., Associate Professor of Government

Alexandra Keller, Ph.D., Associate Professor of Film Studies

Daphne Lamothe, Ph.D., Associate Professor of Afro-American Studies

Kevin Rozario, Ph.D., Associate Professor of American Studies

^{*2} Steve Waksman, Ph.D., Associate Professor of Music
Frazer Ward, Ph.D., Associate Professor of Art

Nina Antonetti, Assistant Professor of Landscape Studies

Justin D. Cammy, Assistant Professor of Jewish Studies

^{†2} Jennifer Guglielmo, Ph.D., Assistant Professor of History

Elizabeth Stordeur Pryor, Ph.D., Assistant Professor of History

Andrea Stone, Ph.D., McPherson Post-doctoral Fellow
Sherrill Redmon, Director of the Sophia Smith Collection

James Hicks, Ph.D., *Director*, American Studies Diploma Program

201 Introduction to the Study of American Society and Culture

An introduction to the methods and concerns of American studies through the examination of a critical period of cultural transformation: the 1890s. We will draw on

literature, painting, architecture, landscape design, social and cultural criticism and popular culture to explore such topics as responses to economic change, ideas of nature and culture, America's relation to Europe, the question of race, the roles of women, family

structure, social class and urban experience. Open to all first- and second-year students, as well as to junior and senior majors. **{L/H}** 4 credits

Floyd Cheung, Kevin Rozario, Michael Thurston,
Spring 2011

Offered Spring 2011, Spring 2012

202 Methods in American Studies

A multidisciplinary exploration of different research methods and theoretical perspectives (Marxist, feminist, myth-symbol, cultural studies) in American studies.

Prerequisite: AMS 201 or permission of the instructor.

Enrollment limited to American studies majors. **{H/S}**
4 credits

Kevin Rozario, Fall 2010

G. Melissa Garcia, Spring 2011

Offered both semesters each year

220 Colloquium

Enrollment limited to 20. 4 credits

"Dressed to Kill": Gender, Fashion, Power

Fashion may be sold to us as "fun," yet at closer inspection it reveals itself as a complex means of constructing cultural meanings, values and power hierarchies. In this colloquium, we will explore these complexities by studying theories of fashion (by Georg Simmel, Thorstein Veblen, Roland Barthes, among others) and examining the cultural functions of fashion in a number of historical contexts and an array of media, including literature, (fashion) photography, film and TV. Beginning with representations of fashion in late 19th- and early 20th-century literary texts and the development of fashion photography, we will explore: the relation between the fashion industry and the format of TV series; fashion and gender; fashion as culture industry; fashion and the body; men and fashion; fashion magazines and glamour; and cross-dressing and gender bending. Enrollment limited to 20. **{H/L/A}**

Susanne Robr

Offered Fall 2010

In the "Burbs": Culture, Politics, Identity

Perhaps no single occurrence has had so broad an impact upon the overall shape of American life as the move of so much of the nation's population to the suburbs. And perhaps no single occurrence has drawn so much criticism from concerned social commentators. The suburbs are blamed for everything from the homogenization of the U.S. mass culture to the prolif-

eration of new forms of racial and ethnic segregation to the resurgent rise of the political right in the late 20th century. This course will start from the premise that suburbia, politically fraught though it may be, is also a cultural location of considerable complexity which has given rise both to reconstructed forms of social regulation and to new ways of experiencing difference and negotiating cultural conflict in the U.S. We will study suburbia from multiple angles and through a range of sources, from select films and novels to ethnographic studies of suburban life. Enrollment limited to 20.

{H/S}

Steve Waksman

Offered Fall 2010

Visual Culture of the Mexico-U.S. Borderlands

The notion of borders, and of border crossings, is primarily visual. Intrinsic to national formations, geo-cultural spaces known as *the borderlands* are also embedded in the history and identity of groups inhabiting specific territories. The central focus of the course is to explore competing constructions of the Mexico-U.S. borderlands through an examination of various visual genres that inform our current understandings of this space. Readings include works on visual, feminist and border theories as well as a selection of films, songs, artwork, performances, photography, murals and short stories. We will unpack the cultural dimensions of acts of expression generated in and about this 2,000-mile-long geographical zone that resonates powerfully in the cultural and political life of both nations. Enrollment limited to 20. (E) **{H/A}**

G. Melissa Garcia

Offered Fall 2010

221 Colloquium

Enrollment limited to 20. 4 credits

New England Material Culture, 1860–1940

Students will acquire a vocabulary and syntax for reading and interpreting the texts of material culture objects. They will study architecture, artifacts, clothing and textiles, furniture, photographs and paintings. Students will also research photographs, letters and diaries of contemporaries to interpret articles of clothing and accessories in terms of the shifts in social and economic roles during this period. They will identify, research and interpret material culture objects in light of their historical documentation and the conventions of current practice. The course will use the holdings of

Historic Northampton Museum and Education Center, a collection of 50,000 objects and three historic buildings. **{H}**

Kerry Buckley

Offered Spring 2011

Transnational Culture in the Americas

The course will reflect on the theories, methods and implications of what scholars have identified as the "transnational turn" in American studies, a move that grapples with the flows of culture, capital, ideas and peoples. It will also examine specific works that employ this approach to identify actors and forces that traverse various nation-states within the U.S., Caribbean and Latin America. Ultimately, the course will pay attention to how this circulation is mediated by power relations along the lines of nationality, race, ethnicity, gender, sexuality and class. (E) **{L/S/A}** 4 credits

G. Melissa Garcia

Offered Spring 2011

From Civil Rights to Immigrant Rights: The Politics of Race, Nation and Migration since World War II

This course defines, analyzes and interrogates processes of U.S. racial formation with a particular focus on immigration, immigrant communities and the question of immigrant rights. We will begin by examining both race and racism as elements in the historical process of "racialization," and proceed by positing racialization as key to understanding the political, economic, social and cultural dynamics of the United States. Our inquiry will begin with World War II and its immediate aftermath, paying particular attention to struggles for civil rights, the continuity of race-based social justice movements, and the emergence of a "post-civil rights" political landscape in the U.S. From there we will continue through to the present day. Enrollment limited to 20. **{H/S}** 4 credits

Sujani Reddy

Offered Spring 2011

SWG 232 Indigenous Women, Gender and Colonization in the Americas

How to learn about indigenous women's histories from (mostly) colonial sources? We start by examining stereotypes and considering decolonizing methodologies, then draw on an interdisciplinary array of primary and secondary sources to find more accurate information. This course looks at indigenous women and gender variants from the 17th century to the present. Topics

include early contact period societies, impact of Christianity, changing gender roles, education, indigenous women's writing and other expressive forms, indigenous feminisms, sovereignty and treaty rights, environmental concerns and current activism. Enrollment limited to 30. (E) **{H/S}** 4 credits

Alice Nash

Offered Fall 2010

235 American Popular Culture

An analytical history of American popular culture since 1865. We start from the premise that popular culture, far from being merely a frivolous or debased alternative to high culture, is an important site of popular expression, social instruction and cultural conflict. We examine theoretical texts that help us to "read" popular culture, even as we study specific artifacts from television shows to Hollywood movies, the pornography industry to spectator sports, and popular music to theme parks. We pay special attention to questions of desire, and to the ways popular culture has mediated and produced pleasure, disgust, fear and satisfaction. Alternating lecture/discussion format. Enrollment limited to 25. Admission by permission of the instructor. **{H/S}** 4 credits

Kevin Rozario

Offered Spring 2011

302 Seminar: The Material Culture of New England, 1630–1860

Using the collections of Historic Deerfield, Inc., and the environment of Deerfield, Massachusetts, students explore the relationship of a wide variety of objects (architecture, furniture, ceramics and textiles) to New England's history. Classes are held in Old Deerfield, MA. Admission by permission of the instructor. **{H/A}** 4 credits

Nan Wolverton

Offered Spring 2011, Spring 2012

340 Symposium in American Studies

Limited to senior majors.

American Undergrounds

Since the 1960s, "The Underground", has been imagined as a privileged space of artistic innovation, political radicalism and authentic selfhood. Even today, hip hop and punk musicians describe themselves as "underground" if they wish to emphasize their integrity; it is the place to go to keep things real, to avoid

"selling out," to evade being co-opted by the dominant order. But what does it mean to be underground? Where did the underground idea come from? What happens to politics and art when it is imagined as an "underground" (as opposed to mainstream) activity? This course offers a critical history of "The Underground" from the underground slave railroad of the early 19th century to the punk and hip hop undergrounds of our own time. **(H/A)**

Kevin Rozario

Offered Fall 2010

341 Symposium in American Studies

Limited to senior majors.

Making Sense of Sound: American Popular Music
This course will explore a variety of critical approaches to the study of music, as well as a variety of musical styles such as jazz, bluegrass and rock. Emphasis throughout the course will be twofold. First, what role does popular music play in the social and cultural life of the U.S.? How does music shape, and how does it give shape to, patterns of social division and affiliation along lines of race, class, gender and sexuality? Second, as the title of the course suggests, how do we make sense of sound? How do listeners and performers (and scholars and critics) create meaning out of the sounds they hear or the sounds they produce? **{H/S}** 4 credits

Steve Waksman

Offered Spring 2011

400 Special Studies

Admission by permission of the instructor and the director. 1 to 4 credits

Offered both semesters each year

408d Special Studies

Admission by permission of the instructor and the director. 8 credits

Full-year course; Offered each year

Internship at the Smithsonian Institution

To enable qualified students to examine, under the tutelage of outstanding scholars, some of the finest collections of materials relating to the development of culture in America, the American Studies Program

offers a one-semester internship at the Smithsonian Institution in Washington, D.C. The academic program consists of a seminar taught by a scholar at the Smithsonian, a tutorial on research methods, and a research project under the supervision of a Smithsonian staff member. The project is worth eight credits. Research projects have dealt with such topics as the northward migration of blacks, women in various sports, a history of Western Union, Charles Willson Peale's letters, the rise of modernism in American art, and the use of infant baby formula in the antebellum South.

Interns pay tuition and fees to Smith College but pay for their own room and board in Washington. Financial aid, if any, continues as if the student were residing in Northampton.

The program takes place during the fall semester. It is not limited to American studies majors. Students majoring in art, history, sociology, anthropology, religion and economics are especially encouraged to apply. Those in project-related disciplines (e.g., art history) may consult their advisers about the possibility of earning credit toward the major for work done on the internship. Applications will be available at the beginning of the second semester.

410 Tutorial on Research Methods at the Smithsonian

Individual supervision by a Smithsonian staff member. Given in Washington, D.C. **{H/S}** 4 credits

Rosetta Marantz Cohen, Director

Offered Fall 2010, Fall 2011

411 Seminar: American Culture: Conventions and Contexts

Exhibiting Culture: An Introduction to Museum Studies in America. This seminar examines the history, functions and meanings of museums in society, focusing primarily on the art museum in the United States. Drawing on the ever-growing literature on museology, we will look critically at the ways that museums—through their policies, programs, architecture and exhibitions—can define regional or national values, shape cultural attitudes and identities, and influence public opinion about both current and historical events. As the course is concerned with both theory and practice, and the intersection of the two, we will make use of the rich resources of the Smithsonian as well as other museums in Washington, D.C. Class discussion will be balanced with behind-the-scenes visits/field trips to museums, where we will speak with dedicated professionals who are engaged in innovative and often challenging work

in the nation's capital. (Open only to members of the Smithsonian Internship Program. Given in Washington, D.C.). **(H)** 4 credits

Dorothy Moss

Offered Fall 2010, Fall 2011

412 Research Project at the Smithsonian Institution

Tutorial supervision by Smithsonian staff members.

Given in Washington, D.C. **(H/S)** 8 credits

Rosetta Marantz Cohen, Director

Offered Fall 2010, Fall 2011

Requirements for the American Studies Major

Advisers: Nina Antonetti, Justin Cammy, Floyd Cheung, Rosetta Cohen, Jennifer Guglielmo, Alice Hearst, Daniel Horowitz, Alexandra Keller, Daphne Lamothe, Richard Millington, Elizabeth Stordeur Pryor, Kevin Rozario, Christine Shelton, Andrea Stone, Michael Thurston, Susan Van Dyne, Steve Waksman, Frazer Ward, Louis Wilson

Because of the wide-ranging interests and methods included within the interdisciplinary American Studies Program, careful consultation between a student and her adviser is crucial to the planning of the major. In order to structure their studies of American society and culture, majors will select a focus—such as an era (e.g., antebellum America, the 20th century) or a topical concentration (e.g., ethnicity and race, urban life, social policy, material culture, the family, industrialization, the arts, the media, popular culture, comparative American cultures)—which they will explore in at least four courses. It is expected that several courses in the major will explore issues outside the theme.

Because American Studies courses are located primarily in two divisions, humanities and social sciences, students are to balance their studies with courses in each. Courses taken S/U may not be counted toward the major.

Requirements: 12 semester courses, as follows:

1. 201 and 202;
2. Eight courses in the American field. At least four must be focused on a theme defined by the student. At least two courses must be in the humanities and two in the social sciences. At least two must be devoted primarily to the years before the 20th century.

At least one must be a seminar, ideally in the theme selected. (340/341 does not fulfill the seminar requirement). Students writing honors projects are exempt from the seminar requirement;

3. International comparison. In order to foster international perspectives and to allow comparisons with the American experience, all majors must take a course dealing with a nation or society other than the United States, a course preferably in the area of the student's focus;
4. 340 or 341.

Adviser for Study Abroad: Kevin Rozario

Honors Director: Steve Waksman

430d Honors Project

8 credits

Full-year course; Offered each year

431 Honors Project

8 credits

Offered Fall 2010, Fall 2011

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Diploma in American Studies

Director: James Hicks

A one-year program for foreign students of advanced undergraduate or graduate standing.

Requirements: American Studies 555; five additional courses in American studies or in one or more of the related disciplines. Students who choose to write a thesis, and whose projects are approved, will substitute American Studies 570, Diploma Thesis, for one of the additional courses.

555 Seminar: American Society and Culture

Topic: The Unexceptional U.S.: Global Readings in U.S. Culture. One of the most important trends in recent American historiography has been the growing movement to see U.S. history as part of world history.

In this course, we will read and interpret in ways that move beyond national, and nationalist, readings of U.S. history. The course is divided into four clusters, each representing a different period and focusing on different aspects of U.S.—American society and culture in relation to world history. Each cluster will be organized around an interdisciplinary investigation of a single text: Mary Rowlandson's captivity narrative, Benjamin Franklin's autobiography, Nella Larsen's *Quicksand* and Tim O'Brien's *The Things They Carried*. Normally for diploma students only. 4 credits

James Hicks

Offered Fall 2010, Fall 2011

570 Diploma Thesis

4 credits

James Hicks

Offered Spring 2011, Spring 2012

Ancient Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Visit www.smith.edu/catalog for current course information.

Advisers

Scott Bradbury, Professor of Classical
Languages and Literatures

^{†1} Patrick Coby, Professor of Government

Joel Kaminsky, Professor of Religion

^{†1} Barbara Kellum, Professor of Art

^{**2} Susan Levin, Associate Professor of Philosophy,
Director

Richard Lim, Professor of History

^{†2} Suleiman Mourad, Professor of Religion

The minor in Ancient studies provides students with the opportunity to consolidate a program of study on the ancient Mediterranean and Near Eastern worlds based on a variety of disciplinary perspectives. Courses in history, art, religion, classics, government, philosophy and archaeology make up the minor. Students shape their own programs, in consultation with their advisers, and may concentrate on a particular civilization or elect a cross-civilizational approach. No languages are required.

The Minor

Requirements: Six courses, in no fewer than three departments, selected from the list of related courses below.

(Other courses may count toward the minor with permission of the student's adviser.)

Related Courses

Please see home department for complete course descriptions.

CLS 227 Classical Mythology

Scott Bradbury

Offered Fall 2010

CLS 233 Gender and Sexuality in Greco-Roman Culture

Nancy Shumate

Offered Spring 2011

FYS 193 The Figure of Socrates

Susan Levin

Offered Spring 2011

HST 202 Ancient Greece

Richard Lim

Offered Fall 2010

HST 203 Alexander the Great and the Hellenistic World

Richard Lim

Offered Spring 2011

HST 204 The Roman Republic

Richard Lim

Offered Fall 2011

HST 205 The Roman Empire

Richard Lim

Offered Spring 2012

HST 206 Aspects of Ancient History

Topic: *Slavery in the Ancient Mediterranean World*

Richard Lim

Offered Fall 2010, Spring 2012

PHI 124 History of Ancient and Medieval Western Philosophy

Susan Levin

Offered Fall 2010

PHI 324 Seminar in Ancient Philosophy

Susan Levin

Offered Spring 2011

REL 210 Introduction to the Bible I*Joel Kaminsky*

Offered Fall 2010

REL 215 Introduction to the Bible II*Scott Brand*

Offered Spring 2011

REL 245 The Islamic Tradition*Suleiman Mourad*

Offered Fall 2010

REL 310 Seminar: Hebrew Bible*Joel Kaminsky*

Offered Spring 2011

Courses that count toward the minor but are not offered in 2010–11.

- ARH 208 The Art and Architecture of Ancient Greece
- ARH 212 Ancient Cities and Sanctuaries
- ARH 216 The Art and Architecture of the Roman World
- ARH 285 Great Cities: Pompeii
- ARH 315 Studies in Roman Art: Augustan Rome
- ARH 352 Hellenistic Art and Architecture
- CLS 190 The Trojan War
- CLS 235 Life and Literature in Ancient Rome
- FYS 163 The Holy Land
- FYS 180 Cleopatra: Histories, Fictions, Fantasies
- GOV 261 Ancient and Medieval Political Theory
- REL 211 Wisdom Literature and Other Books in the Bible
- REL 213 Prophecy in Ancient Israel
- REL 216 Topics in Biblical Studies: Archaeology and the Bible: From Ancient Israel to Early Judaism and Christianity
- REL 219 Christian Origins: Archaeological and Socio-Historical Perspectives
- REL 247 The Qur'an
- REL 345 The Making of Muhammad

Anthropology

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

Donald Joralemon, Ph.D., *Chair*

**2 Elliot Fratkin, Ph.D.

Associate Professors

*1 Ravina Aggarwal, Ph.D.

*1 Suzanne Z. Gottschang, Ph.D.

Assistant Professors

**2 Fernando Armstrong-Fumero, Ph.D.

**2 Caroline Melly, Ph.D.

Elizabeth Klarich, Ph.D.

Lecturer

Katherine Lemons

Associated Faculty

Adrianne Andrews, Ph.D.

Margaret Sarkissian, Ph.D.

Riché Barnes, M.A.

Students are strongly encouraged to complete ANT 130 before enrolling in intermediate courses. First-year students must have the permission of the instructor for courses above the introductory level.

130 Introduction to Cultural Anthropology

The exploration of similarities and differences in the cultural patterning of human experience. The comparative analysis of economic, political, religious and family structures, with examples from Africa, the Americas, Asia and Oceania. The impact of the modern world on traditional societies. Several ethnographic films are viewed in coordination with descriptive case studies. Limited to first-years and sophomores. Total enrollment of each section limited to 25. **{S}** 4 credits
Donald Joralemon, Elliot Fratkin, Katherine Lemons, Fall 2010

Elliot Fratkin, Suzanne Gottschang, Fernando Armstrong-Fumero, Spring 2011

Offered both semesters each year

135 Introduction to Archaeology

The study of past cultures and societies through their material remains. How archaeologists use different field methods, analytical techniques and theoretical approaches to investigate, reconstruct and learn from the past. Data from settlement surveys, site excavations and artifact analysis are used to address economic,

social, political and ideological questions across time and space. Course taught from an anthropological perspective, exploring key transitions in human prehistory, including the origins of food production, social inequality and state-level societies across the globe.

Relevance of archaeological practice in modern political, economic and social contexts is explored. Limited to first-years and sophomores. Enrollment limited to 30. **{N/S}** 4 credits

Elizabeth Klarich

Offered Fall 2010, Fall 2011

200 Colloquium in Anthropology

This course is designed to introduce students to the variety of methods of inquiry used for research in the field of anthropology. Students will be introduced to methods of locating and analyzing information and sources, developing research questions, and writing in the course of the semester. Course topics will vary. Normally taken in the sophomore or junior year. Pre-requisite: ANT 130. Enrollment limited to anthropology majors and minors. 4 credits

Topic for 2011: Internet Connections and Digital Divides

The course will critically examine the transformative impact of the internet and related technological innovations from an anthropological perspective. We will

explore these issues from various geographical locations in order to better understand how the internet is reshaping ideas about participation, geography and space, global access to information and mobility. We will pay particular attention to the emergent inequalities, opportunities, and identities that are created as certain people and places become "wired." **[S]** 4 credits
Caroline Melly

Offered Spring 2011, Spring 2012

ANT 216-01 Collecting the Past: Art and Artifacts of the Ancient Americas

Early European explorers, modern travelers, collectors, curators, and archaeologists have contributed to the development of ancient Latin American collections in museums across the globe. This course traces the history of these collecting practices and uses recent case studies to demonstrate how museums negotiate—successfully and unsuccessfully—the competing interests of scholars, donors, local communities and international law. Students will learn how archaeologists study a variety of artifact types within museum collections and will have the opportunity to conduct independent research projects using pre-Columbian pottery collections from the Mount Holyoke Art Museum. Limit 15.
Elizabeth Klarich

Offered Fall 2010 at Mount Holyoke College

ANT 33 The Archaeology of Food

This course explores how and why humans across the globe began to domesticate plant and animal resources approximately 10,000 years ago. The first half of the course presents the types of archaeological data and analytical methods used to study the "agricultural revolution." The second half examines case studies from the major centers of domestication in order to investigate the biological, economic and social implications of these processes. Special emphasis will be placed on exploring the relationship between agriculture and sedentism, food and gender, the politics of feasting and methods for integrating archaeological and ethnographic approaches to the study of food.

Elizabeth Klarich

Offered Spring 2011 at Amherst College

233 History of Anthropological Theory

This course reviews the major theoretical approaches and directions in cultural anthropology from late 19th century to the present. These approaches include social organization and individual agency, adaptation and

evolution of human culture, culture and personality, economic behavior, human ecology, the anthropology of development and change and post-modern interpretation. The works of major anthropologists are explored including Franz Boas, Bronislaw Malinowski, Margaret Mead, Evans-Pritchard, Claude Levi-Strauss, Marvin Harris, Eric Wolf, Clifford Geertz, Sherry Ortner and others. Prerequisite: ANT 130 or permission of the instructor. (TI) 4 credits

Fernando Armstrong-Fumero

Offered Fall 2010, Fall 2011

234 Culture, Power and Politics

This course is a general introduction to anthropological analysis of politics and the political. Through a broad survey of anthropological texts and theories, we will explore what an ethnographic perspective can offer to our understandings of power and government. Special emphasis is placed on the role of culture, symbols and social networks in the political life of local communities. Examples will be drawn from a number of case studies in Africa, East Asia, Latin America and the United States, and range in scale from studies of local politics in small-scale societies to analyses of nationalism and political performance in modern nation-states. Enrollment limited to 30. **[S]** 4 credits

Fernando Armstrong-Fumero

Offered Spring 2011, Fall 2011

236 Economy, Ecology and Society

This course examines materialist approaches to the study of society including cultural ecology, political economy, Marxist, formalist and substantivist perspectives. Topics include production, exchange, and consumption in non-Western societies, cultural evolution and historical change among tribal societies, early states, mercantilist, capitalist and socialist polities. Enrollment limited to 30. Preference given to anthropology majors and environmental science and policy minors. Not open to first-year students. Prerequisite: 130 or permission of the instructor. **[S]** 4 credits

Elliot Frutkin

Offered Spring 2011

237 Native South Americans

Archaeology and ethnography are combined to survey the history and cultures of indigenous South America, from the earliest settlements to contemporary communities. Topics include: early migration, cultural classifications, pre-Hispanic socio-political patterns, native

cosmologies and ecological adaptations, challenges to cultural survival and indigenous mobilizations. Taught by a cultural anthropologist and archaeologist. **{N/S}** 4 credits

Donald Joralemon and Elizabeth Klarich

Offered Spring 2011

241 Anthropology of Development

The Anthropology of Development compares three explanatory models—modernization theory, dependency theory and indigenous or alternative development—to understand social change today. Who sponsors development programs and why? How are power, ethnicity and gender relations affected? How do anthropologists contribute to and critique programs of social and economic development? The course will discuss issues of gender, health care, population growth and economic empowerment with readings from Africa, Asia, Oceania and Latin America. Not open to first-year students.

Prerequisite: ANT 130 or permission of the instructor.

Enrollment limited to 30. **{S}** 4 credits

Elliot Frutkin

Offered Fall 2010

248 Medical Anthropology

The cultural construction of illness through an examination of systems of diagnosis, classification and therapy in both non-Western and Western societies. Special attention given to the role of the traditional healer. The anthropological contribution to international health care and to the training of physicians in the United States. Enrollment limited to 30. **{S/N}** 4 credits

Donald Joralemon

Offered Fall 2010, Fall 2011

249 Visual Anthropology

This course considers the unique perspectives, techniques and theories that anthropology offers for understanding the visual world. We focus both on the production of visual materials (photographs and films, in particular) by anthropologists, as well as the anthropological analysis of visual artifacts produced by other people. We will consider the historical (particularly colonial) legacies of visual anthropology as well as its current manifestations and contemporary debates. Particular attention will be paid to issues of representation, authority, authenticity and circulation of visual materials. Enrollment limited to 30. **{S}** 4 credits

Caroline Melly

Offered Fall 2011

251 Women and Modernity in East Asia

This course explores the roles, representations and experiences of women in 20th-century China, Korea, Vietnam and Japan in the context of the modernization projects of these countries. Through ethnographic and historical readings, film and discussion this course examines how issues pertaining to women and gender relations have been highlighted in political, economic and cultural institutions. The course compares the ways that Asian women have experienced these processes through three major topics: war and revolution, gendered aspects of work, and women in relation to the family. This course is co-sponsored by, and cross-listed in, the East Asian Studies Program. **{S}** 4 credits

Suzanne Gottschang

Offered Spring 2012

254 Gender, Media and Culture in India

This course starts by examining the representations of Indian women in colonial and postcolonial media. Informed by ethnographic studies and sources drawn from radio, television, documentaries, Bollywood films, the advertisement industry and print journalism, students learn to assess gender roles and feminist interventions in debates surrounding nationalism, violence, religion, caste, sexuality, family and political economy. **{S}** 4 credits

Ravina Aggarwal

Offered Spring 2011

255 Dying and Death

Death, the “supreme and final crisis of life” (Malinowski), calls for collective understandings and communal responses. What care is due the dying? What indicates that death has occurred? How is the corpse to be handled? The course uses ethnographic and historical sources to indicate how human communities have answered these questions, and to determine just how unusual are the circumstances surrounding dying in the contemporary Western world. Prerequisite: ANT 130 or permission of the instructor. Enrollment limited to 30. **{H/S}** 4 credits

Donald Joralemon

Offered Spring 2011

258 Performing Culture

This course analyzes cultural performances as sites for the expression and formation of social identity. Students study various performance genres such as rituals, festivals, parades, cultural shows, music, dance and

theater. Topics include expressive culture as resistance; debates around authenticity and heritage; the performance of race, class and ethnic identities; the construction of national identity; and the effects of globalization on indigenous performances. Enrollment limited to 30. Prerequisite: 130 or permission of the instructor. **{A/S}** 4 credits

Margaret Sarkissian
Offered Spring 2011

269 Indigenous Cultures and the State in Mesoamerica

This course is a general introduction to the relationship between indigenous societies and the state in Mesoamerica. Taking a broad historical perspective, we will explore the rise of native state-level societies, the transformations that marked the process of European colonization, and of the relationship of local indigenous communities to post-colonial states and trans-national social movements. Texts used in the course will place special emphasis on continuities and changes in language, social organization, cosmology and identity that have marked the historical experience of native groups in the region. **{S}** 4 credits

Fernando Armstrong-Fumero
Offered Fall 2010

271 Globalization and Transnationalism in Africa

This course considers the shifting place of Africa in a global context from various perspectives. Our goal will be to understand the global connections and exclusions that constitute the African continent in the new millennium. We will explore topics such as historical connections, gender, popular culture, global economy, development, commodities, health and medicine, global institutions, violence and the body, the postcolonial state, religion, science and knowledge, migration and diaspora, the Internet and communications and modernity. Prerequisites: ANT 130 or permission of the instructor. Enrollment limited to 30. **{S}** 4 credits

Caroline Melly
Offered Spring 2011

272 Gender in Africa

This course will focus on the experiences and situations of women in contemporary Africa. We aim to interrogate and complicate both popular and scholarly representations that present African women as the West's "other." The course will be organized around various topics—such as marriage and family, economy and markets, health and reproduction, and politics

and participation—and will present ethnographic insights from various locations on the African continent. Enrollment limited to 30. **{S}** 4 credits

Caroline Melly
Offered Spring 2012

274 The Anthropology of Religion

What can anthropologists teach us about religion as a social phenomenon? This course traces significant anthropological approaches to the study of religion, asking what these approaches contribute to our understanding of religion in the contemporary world. Topics include: religious experience and rationality, myth, ritual and magic, rites of passage, function and meaning, power and alienation, religion and politics. Readings are drawn from important texts in the history of anthropology and from contemporary ethnographies of religion. **{S}** 4 credits

Katherine Lemons
Offered Fall 2010

Seminars

342 Seminar: Topics in Anthropology

Topic: Traditional Chinese Medicine: Transformations and Transitions in China, Japan and the U.S. With a history of over 4,000 years, Traditional Chinese Medicine (TCM) is often perceived as a timeless, unchanging medical tradition. TCM, however, has undergone numerous transitions and transformations throughout its history. TCM has also traveled throughout the world where its principles and theories have been adopted in the development of medical systems in Japan and Korea among others. In the past 30 years, TCM has gained increasing popularity and credibility in the U.S. and Europe. This course examines how Traditional Chinese Medicine, much as any medical system of theory and practice, responds to historical and contemporary social, economic and political forces within China and in countries such as Japan and the U.S. Students will explore the broad question as to what constitutes TCM through time and across cultures as a means to better understand the processes of translation and transformation of theories, beliefs and practices in different cultural, political, economic and social contexts. **{S}** 4 credits

Suzanne Gottschang
Offered Spring 2011

344 Seminar: Topics in Medical Anthropology

Topic: Anthropology and Medical Ethics. A cross-cultural analysis of ethics in healing systems and the implications for bioethics. Universal principles versus culturally relative values in medical decision making. Research projects review central ethical issues in medicine from an anthropological perspective. Prerequisite: ANT 248 or permission of the instructor **{S}** 4 credits
Donald Joralemon
 Offered Spring 2012

347 Seminar: Topics in Anthropology

Topic: Prehistory of Food. This course explores how and why humans across the globe began to domesticate plant and animal resources approximately 10,000 years ago. The first half of the course presents the types of archaeological data and analytical methods used to study the "agricultural revolution." The second half examines case studies from the major centers of domestication in order to investigate the biological, economic and social implications of these processes. Special emphasis will be placed on exploring the relationship between agriculture and sedentism, food and gender, the politics of feasting, and methods for integrating archaeological and ethnographic approaches to the study of food. **{S}** 4 credits
Elizabeth Klarich
 Offered Spring 2012

348 Seminar: Topics in Development Anthropology

From Maasai to Mongolia: Pastoral Development in the 21st century
 Pastoralist populations—herding societies who depend on the production and exchange of domestic livestock—have proven remarkably resilient to changes in their physical, social and economic environments. This seminar examines problems facing pastoralist peoples in the 21st century as they grapple with issues of increased commoditization, loss of grazing lands to farmers, urban growth and national parks; the breakup of planned socialist economies and increased expansion of the global economy; and issues of environmental degradation and global climate change. Specific case ethnographies include Maasai of Kenya, Bedouins in Israel and the Arabian peninsula, Qashqai and Baluch of Iran and Afghanistan and herders of Mongolia, China and Siberia. New programs in rural development as well as political problems of war and security are discussed. **{S}** 4 credits
Elliot Fratkin
 Offered Fall 2010

352 Seminar: Topics in Anthropology

Topic: The Anthropology of Multiculturalism. In the United States, the idea of multiculturalism has come to symbolize the right of communities with distinct cultures to maintain their own ways of living in a diverse national society. Similar politics of difference have developed in other countries in the world. But is multiculturalism the same idea in every national context? How do the different histories of countries in North or South America, Europe, Asia or Africa influence the way that these different national multiculturalisms develop? How do trans-national trends in the politics of culture and diversity get adapted to work in these different contexts? The course will focus on specific historic and ethnographic studies that document the relationship between the culture and history of different national and local communities and trends of contemporary multicultural traditions. A range of readings will introduce general topics which students will apply to specific contexts for their own research. **{S}** 4 credits
Fernando Armstrong-Fumero
 Offered Spring 2012

353 Seminar: Topics in Anthropology

Topic: Citizenship and Belonging. What does it mean to belong—to a city, a nation, a global community—from an anthropological perspective? How do passports, blood tests, border checkpoints and voting ballots produce and reinforce ideas about citizenship? How are global movements of people and capital transforming notions of belonging? How does globalization challenge conventional understandings of citizenship as a particular relationship to a nation-state? This seminar will consider the political, cultural and economic dimensions of citizenship and belonging. Our perspective will be global and will take into account both national and transnational identities and practices. **{S}** 4 credits
Caroline Melly
 Offered Fall 2011

General Courses

400 Special Studies

By permission of the department, for junior and senior majors. 2 to 4 credits
 Offered both semesters each year

408d Special Studies

8 credits
 Full-year course; Offered each year

The Major in Anthropology

Advisers: Ravina Aggarwal, Fernando Armstrong-Fumero, Elliot Fratkin, Suzanne Gottschang, Donald Joralemon, Elizabeth Klarich, Caroline Melly

Advisers for Study Abroad: Africa and other areas: Elliot Fratkin and Caroline Melly; Asia: Suzanne Gottschang; Latin America: Donald Joralemon, Fernando Armstrong-Fumero and Elizabeth Klarich; South Asia: Ravina Aggarwal

Requirements: Eight (8) courses in anthropology including Introduction to Cultural Anthropology (130), History of Anthropological Theory (233) and Colloquium in Anthropology (200), preferably taken in the sophomore year, and a Smith anthropology seminar. The remaining three (3) courses for the major may be more anthropology classes or courses in related fields, including language, math or science (if these are linked to the student's anthropological interests). Students must show a competency in a foreign language equivalent to four semesters of college-level classes. A maximum of two language courses may count towards the three related course category for the major. Students who wish to focus their major in biological anthropology may replace the language requirement with two courses in mathematics (M) and/or natural science (N) if the courses serve as an essential foundation for advanced work in this sub-field and they are above the 100 level. Any alternative for the language requirement will be developed in consultation with an adviser and must be part of an overall plan of studies approved by the entire department.

Students majoring in anthropology are encouraged to consider an academic program abroad during their junior year. In the past, majors have spent a term or year in Chile, China, Costa Rica, Ecuador, India, Kenya, Mexico, Nepal, Senegal and South Africa. Students planning to spend the junior year abroad should take at least one but preferably two courses in anthropology during the sophomore year. Students should discuss their study abroad plans with advisers, particularly if they wish to do a special studies or senior thesis upon their return.

Majors interested in biological archaeology or additional courses in archaeology may take advantage of the excellent resources in this area at the University of Massachusetts and Hampshire College.

The Minor in Anthropology

Advisers: Ravina Aggarwal, Fernando Armstrong-Fumero, Elliot Fratkin, Suzanne Gottschang, Donald Joralemon, Elizabeth Klarich, Caroline Melly

Requirements: Six (6) courses in anthropology including: Introduction to Cultural Anthropology (130).

Honors

Director: Fernando Armstrong-Fumero

430d Honors Project

8 credits

Full-year course; Offered each year

432d Honors Project

12 credits

Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Archaeology

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Advisory Committee

Scott Bradbury, Professor of Classical Languages and Literatures

^{†1} Bosiljka Glumac, Associate Professor of Geology

Joel Kaminsky, Professor of Religion

^{†1} Barbara Kellum, Professor of Art

Elizabeth A. Klarich, Assistant Professor of Anthropology

^{**1} Dana Leibsohn, Associate Professor of Art

Richard Lim, Professor of History

Christopher Loring, Director of Libraries

^{†2} Suleiman Mourad, Professor of Religion

Thalia Pandiri, Professor of Classical Languages and Literatures and of Comparative Literature, *Director*

The interdepartmental minor in archaeology is a complement to any one of several departmental majors. Archaeological methods and evidence can be used to illuminate various disciplines and will aid the student in the analysis of information and data provided by field research.

112/GEO 112 Archaeological Geology of Rock Art and Stone Artifacts

What makes a mineral or a rock particularly useful as a stone tool or attractive as a sculpture? Students in this course will explore this and other questions by applying geological approaches and techniques in studying various examples of rock art and stone artifacts to learn more about human behavior, ecology and cultures in the past. This exploration across traditional boundaries between archaeology and earth science will include background topics of mineral and rock formation, weathering processes and age determination, as well as investigations of petroglyphs (carvings into stone surfaces), stone artifacts and other artifactual rocks (building stone and sculptures) described in the literature, displayed in museum collections and found in the field locally. **(N)** 4 credits

Bosiljka Glumac

Offered Spring 2012

approaches to investigate, reconstruct and learn from the past. Data from settlement surveys, site excavations, and artifact analysis are used to address economic, social, political, and ideological questions across time and space. Course taught from an anthropological perspective, exploring key transitions in human prehistory, including the origins of food production, social inequality, and state-level societies across the globe. Relevance of archaeological practice in modern political, economic and social contexts is explored. Enrollment limited to 30. 4 credits

Elizabeth Klarich

Offered Fall 2010, Fall 2011

ANT 237 Native South Americans

Archaeology and ethnography are combined to survey the history and cultures of indigenous South America, from the earliest settlements to contemporary communities. Topics include early migration, cultural classifications, pre-Hispanic socio-political patterns, native cosmologies and ecological adaptations, challenges to cultural survival and indigenous mobilizations. Team-taught by a cultural anthropologist and archaeologist. **(N/S)** 4 credits

Donald Joralemon and Elizabeth Klarich

Offered Spring 2011

ANT 135 Introduction to Archaeology

The study of past cultures and societies through their material remains. How archaeologists use different field methods, analytical techniques and theoretical

PRS 306 Beowulf and Archaeology

The Old English poem *Beowulf* survives in a single fire-scorched manuscript copied around the year 1000, telling of the last king of a lost tribe once living in

southern Sweden. It may be the most expressive document we possess for the cultural world of northern Europe after the fall of Rome, but no one knows when, where, by whom, or for whom it was first composed, whether it reflects ancient legendary traditions or more recent literary art. Our confidence in the historicity of *Beowulf* has been greatly enhanced in recent years by the discovery of a rich ship burial at Sutton Hoo in East Anglia, a huge timber hall at Lejre in Denmark and other finds. We will examine the obscure world of this old poem in the light of its emerging material context. Enrollment limited to 12 juniors and seniors. (E)

{L/H/A} 4 credits

Craig R. Davis (English)

Offered Spring 2011

400 Special Studies

By permission of the Archaeology Advisory Committee, for junior or senior minors. 2 or 4 credits

Offered both semesters each year

The Minor

Requirements:

1. ANT 135 (prior to 2009–10, ARC 211).
2. Five additional courses (if the archaeological project, see below, carries academic credit, only four additional courses are required.) These are to be chosen in consultation with the student's adviser for the minor. We encourage students to choose courses from at least two different departments and to study both Old World and New World materials. A list of approved courses is available on the program Web site at www.smith.edu/arch.
3. A project in which the student works outside of a conventional classroom but under appropriate supervision on an archaeological question approved in advance by her adviser. The project may be done in a variety of ways and places; for example, it may be excavation (field work), or work in another aspect of archaeology in a museum or laboratory, or in an area closely related to archaeology such as geology or computer science. Students are encouraged to propose projects related to their special interests.

This project may be, but does not need to be, one for which the student receives academic credit. If the project is an extensive one for which academic credit is approved by the registrar and the Advisory Committee, it may count as one of the six courses required for this minor.

No more than two courses counting toward the student's major program may be counted toward the archaeology minor. Only four credits of a language course may be counted toward the minor.

Art

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

^{†2} Marylin Martin Rhie, Ph.D. (Art and East Asian Studies)

^{*1} Dwight Pogue, M.F.A.

^{**1} Craig Felton, Ph.D.

Susan Heideman, M.F.A., *Chair*

^{†2} John Davis, Ph.D.

^{†1} Barbara A. Kellum, Ph.D.

A. Lee Burns, M.S., M.F.A.

^{§1, *2} Brigitte Buettner, Ph.D.

^{†2} John Moore, Ph.D., *Associate Chair*

^{**1, *2} Dana Leibsohn, Ph.D.

Professor-in-Residence

Barry Moser, B.S.

Associate Professors

Lynne Yamamoto, M.A.

Frazer Ward, Ph.D.

Harnish Visiting Artist

Paola Ferrario, M.F.A.

Assistant Professors

Fraser Stables, M.F.A.

John Slepian, M.F.A.

James Middlebrook, M.Arch.

Laura Kalba, Ph.D.

Visiting Assistant Professor

Linda Kim, Ph.D.

Senior Lecturer

John Gibson, M.F.A.

Lecturers

Carl Caivano, M.F.A.

Katherine Schneider, M.F.A.

Martin Antonetti, M.S.L.S.

Jessica Nicoll, M.A.

Jennifer Pruitt, Ph.D.

Lucretia Knapp, M.F.A., M.L.S.

The faculty of the Department of Art believes that visual literacy is crucial to negotiations of the contemporary world. Consequently, equal weight is given to studio practice and historical analysis. Courses focus on images and the built environment and seek to foster an understanding of visual culture and human expression in a given time and place.

Students planning to major or to do honors work in art will find it valuable to take courses in literature, philosophy, religion and history taken in the first two years. A reading knowledge of foreign languages is useful for historical courses. Each of the historical courses may require one or more trips to Boston, New York or other places in the vicinity for the study of original works of art.

Courses associated with a concentration (such as IDP, ARX, etc.) cannot be counted toward the completion of the art major.

Courses in the history of art are prefixed ARH; courses in studio art are prefixed ARS.

A. The History Of Art

Introductory Courses

Courses at the 100 level are open to all students; there are no prerequisites.

ARH 101 Approaches to Visual Representation (C)

Emphasizing discussion and short written assignments, these colloquia have as their goal the development of art historical skills of description, analysis and interpretation. Unless otherwise indicated, enrollment in each section is limited to 18, normally first-years and sophomores.

The Lives of Objects

In this museum-based, writing-intensive class, students will encounter at first hand a range of art objects from

different periods and cultures, primarily in the Smith College Museum of Art. Students will be introduced to a variety of ways of writing about these objects—descriptive, contextual, interpretive—considering especially their setting in the museum. You will work closely with objects in the museum and will learn how they circulate through different institutional contexts. We will assess what is at stake in different ways of writing about art, in relation to the contexts in which both the art and the writing appear. Enrollment limited to 16. **W1 {A/H}** 4 credits

Frazer Ward

Offered Spring 2011

Advertising and Visual Culture

By analyzing advertisements—from ancient Pompeian shop signs and graffiti to contemporary multi-media appropriations—this course will seek to understand how images function in a wide array of different cultures. In developing a historical sense of visual literacy, we will also explore the shifting parameters of “high” art and “low” art, the significance of advertising in contemporary art, and the structuring principles of visual communication. **{H/A}** 4 credits

Laura Kalba

Offered Fall 2010

Moments and Monuments in Visual Culture

What roles have the visual arts played in the organization and understanding of various cultures around the world? Focusing on selected important monuments and figures—from antiquity to the present—we will rely on close looking and contextual explorations to reveal the ideas, beliefs, histories and emotions inscribed by humans in their material world. Examples drawn from Asia, Europe and the Americas. **{A/H}** 4 credits

Jennifer Pruitt

Offered Fall 2010

Realism: The Desire to Record the World

Throughout history, artists have sought to re-create the natural world; indeed “realism” has been a driving force behind representation from the earliest human-made images to the invention of photography and to computer-generated pictures. In some cases, this “realist” intention has meant designing the built environment to human scale; in others, it has meant trying to record seasonal changes and simple human activities; in others still, “realism” has been used to suggest the

presence of the divine in everyday objects. Enrollment limited to 16. **W1 {H/A}** 4 credits

Linda Kim

Offered Fall 2010

ARH 120 Introduction to Art History: Asia

This course presents a survey of the art of Asia by exploring the major periods, themes, monuments of architecture, painting and sculpture, and the philosophical and religious underpinnings from the earliest times to the 18th century. Study will be centered on the art of India, China and Japan with some attention given to Central Asia, Tibet, Sri Lanka, Indonesia and Korea. Enrollment limited to 40. **{A/H}** 4 credits

Marylin Rbie

Offered Spring 2011

ARH 140 Introduction to Art History: Western Traditions

This course examines a selection of key buildings, images, and objects created from the prehistoric era, the ancient Middle East, Egypt, Greece and Rome and medieval times to European and American art of the last 500 years. Over the semester we will study specific visual and cultural traditions at particular historical moments and become familiar with basic terminology, modes of analysis and methodologies in art history.

{A/H} 4 credits

Craig Felton

Offered Fall 2010

Lectures and Colloquia

Group I, Before 1200 CE

ARH 222 The Art of China (L)

The art of China and peripheral regions as expressed in painting, sculpture, architecture, porcelain and the ritual bronzes. The influence of India is studied in connection with the spread of Buddhism along the trade routes of Central Asia. **{H/A}** 4 credits

Marylin Rbie

Offered Fall 2010

EAS 270 Colloquium in East Asian Studies

Topic: Art of Korea. Architecture, sculpture, painting and ceramic art of Korea from Neolithic times to the 18th century. **{A/H}** 4 credits

Marylin Rbie

Offered Spring 2011

Group II, 1200–1800 CE

ARH 250 Building Baroque Europe (L)

European architectural, urban and landscape design from (precisely) 1537 to about 1750. Specific topics include Tuscany under the first three grand dukes; Rome in the 17th century; France under the first three Bourbon kings; the rebuilding of London after the Great Fire; the significant enlargement or establishment of capital cities (Turin, Amsterdam, Versailles, Stockholm, St. Petersburg, Dresden, Berlin, Vienna); the rise of the English country house; the English landscape garden; palaces, pilgrimage churches, and monastic complexes in Bavaria, Franconia and Austria. Focus throughout on the fundamental interdependence of architecture and society. **{H/A}** 4 credits

John Moore

Offered Spring 2011

ARH 254 Baroque Art (L)

Post Counter Reformation Italy and the reconsideration of art theory and design at the Academy of the Carracci in Bologna beginning about 1580, the emergence of a new artistic interpretation brought about by Caravaggio and his followers—first in Rome and then across Europe, and the subsequent change in styles to meet various political and regional needs will be examined through painting and sculpture in Italy: with such artists as Annibale and Ludovico Carracci, Caravaggio, Gian Lorenzo Bernini, Pietro da Cortona, Guido Reni; etc.; in France: Simon Vouet, Poussin, Claude and Georges de La Tour; and in Spain: El Greco, Ribera, Velázquez and Zurbarán. **{A/H}** 4 credits

Craig Felton

Offered Fall 2010

Group III, After 1800 CE

ARH 260 Art Historical Studies (C)

Art in the Age of Impressionism, 1870–1914 (C)

Impressionism opened the pictorial field to light, perception, science, modernity, bourgeois leisure, and, famously, the material qualities of painting itself. This course will survey the major proponents and contexts of the movement, from its origins in the 1860s to its demise in the 1880s, as well as its consequent adaptations throughout the world until WW I. We will pay particular attention to Impressionism's critical recep-

tion and the historical conditions which allowed one nation, France, to claim the emergence of early Modernism so firmly for itself. Prerequisite: one 100-level course in art history or permission of the instructor. Enrollment limited to 18. **{H/A}** 4 credits

Laura Kalba

Offered Fall 2010

ARH 264 Colonial American Art & Architecture (L)

Art and architecture of the English colonies, the early U.S. republic, and the antebellum period. Emphasis on the cultural significance of portraiture, the development of national and regional schools of genre and landscape painting, and the changing stylistic modalities in architecture. Prerequisite: one 100-level art history course or permission of the instructor. **{A/H}** 4 credits

Linda Kim

Offered Fall 2010

ARH 265 Arts in the United States after the Civil War (L)

Art and architecture of the late 19th and early 20th centuries. Exploration of the cultural legacy of the Civil War, the cosmopolitan arts of the Gilded Age, the development of early modernism and the expansive years during and after World War II. Recommended background: ARH 101 or 140. **{A/H}** 4 credits

Linda Kim

Offered Spring 2011

ARH 273 Modern Architecture and Design in Europe, 1789–1945 (L)

This course spans the history of European architecture, focusing on urban development and design from the French Revolution to WWII. What did it mean to ascend the first immense iron structures, or to wipe ornament from the surface of that deemed modern? How was the Gothic made newly relevant, and why did handicraft reemerge during the industrial revolution? We will study the period's most important developments (Historicism, Bauhaus, etc., to iconoclastic measures undertaken during war and revolution) in relation to socio-cultural debates about space and utility. Prerequisite: one 100-level course in art history or permission of the instructor. **{A/H}** 4 credits

Laura Kalba

Offered Spring 2011

ARH 281 Modernism and the Neo-Avant-Gardes, 1945–68 (L)

This course surveys major developments in international art framed by the end of World War II, the emergence of postcolonial states in the post-war period, and the social movements of the 1960s. Movements in art from abstract expressionism to the art of institutional critique are considered in relation to their international reception and adaptation; their rhetorical, cultural, social and political contexts; and in terms of transformations in ideas of modernism and the avant-garde. Not open to students who have taken ARH 279. Prerequisite: one 100-level art history course or permission of the instructor. **(H/A)**

Frazer Ward

Offered Fall 2010

Advanced 200-Level Colloquia

These courses address methodological and theoretical questions as well as the histories of particular cultures, objects and moments. All of these colloquia involve sustained discussion and independent research. At least one 200-level art history course is required. Enrollment limited to 18.

ARH 290 Collecting the Past: Art, Artifact and Ancient America

Who collects ancient art? What makes antiquities worthy of display? How do museums negotiate among donors, scholars, local communities and current laws about antiquities? In this colloquium, we study and discuss these issues by focusing upon recent debates and exhibits in the field of ancient American art history. Students will also have the opportunity to produce new public knowledge through research and hands-on work with local museum collections. Prerequisite: one course in art history, archaeology, museum studies or the culture/history of Latin America. Not open to first-year students. Enrollment limited to 15 students. (E)

(H/A) 4 credits

Dana Leisohn

Offered Fall 2010

ARH 291 Topics in Art History (C)

Topic: Iconoclasm

Why have individuals and groups been moved to destroy art? How has art been construed as both essential, bewitching and dangerous? We shall consider representational imagery in ancient Greece and Rome, and

in Judaic and Islamic traditions; the Byzantine iconoclastic controversy; 16th-century Northern European iconoclasm and the coincident wholesale destruction of indigenous American art; the Counter-Reformation validation of religious imagery; the French Revolution; and attacks on works of art in the modern world. We shall also consider censorship and philistinism more generally, and when (or whether) campaigns of renovation and restoration can legitimately be called iconoclasm. **(H/A)** 4 credits

John Moore

Offered Spring 2011

Topic: Art, Race and Immigration

Pending CAP Approval

How are immigrant groups transformed from being designated foreigners or alien races to just another one of America's many ethnic minorities? This is a question that numerous sociologists and anthropologists have taken up in the past, but this course proposes to approach this question from an art historical perspective. From paintings, photographs, cartoons and caricatures, postcards, advertisements and art criticism, this course studies the construction of various ethnic and racialized groups in the visual record of the United States from 1850–1950. Each week, the class will explore a different immigrant or internal migrant group in the U.S. and their representation in art and popular imagery, in order to study the interaction between race, ethnicity and immigration in these works. (E) 4 credits

Linda Kim

Offered Spring 2011

ARH 294 Art History—Methods, Issues, Debates (C)

The meanings we ascribe to art works of any culture or time period are a direct result of our own preoccupations and methods. This colloquium will give both a broad overview of contemporary debates in the history of art—including such issues as technologies of vision, feminism, sexuality studies, globalism or material culture—and locate these methods within art history's own intellectual history. The course will consist of wide-ranging weekly readings and discussion, and will clarify such key terms as iconography, formalism, connoisseurship and the Frankfurt and Vienna Schools. Recommended for junior and senior majors. Prerequisites: One 200-level art history course or permission of the instructor. Enrollment limited to 18. **(A/H)** 4 credits

Frazer Ward

Offered Fall 2010

Other 200-Level Courses

ARH 268 The Artist's Book in the 20th Century (C)

A survey of the genre from its beginnings in the political and artistic avant-garde movements of Europe at the turn of the 20th century through contemporary American conceptual bookworks. In particular, the course will examine the varieties of form and expression used by book artists and the relationships between these artists and the socio-cultural, literary and graphic environments from which they emerged. In addition to extensive hands-on archival work in the library's Mortimer Rare Book Room and the museum's Selma Erving Collection of *Livres d'Artistes*, students will read extensively in the literature of artistic manifestos and of semiotics, focusing of those critics who have explored the complex relationship of word and image. Permission of the instructor. Enrollment limited to 18. **{A/H}** 4 credits

Martin Antonetti

Offered Spring 2011

Seminars

Seminars require advanced-level research. Students are expected to bring to class a solid and relevant background in the general field and period of study. All seminars require an oral presentation and a research paper. Enrollment limited to 12 students.

ARH 350 The Arts in England, 1485–1714 (S)

Constitutional limits on monarchical power, the embrace of Protestantism, religious intolerance and fanaticism, revolution and regicide and a much-vaunted (when not exaggerated and misleading) insularity, set the stage in England for patterns of patronage and a relationship to the visual arts both similar to and significantly different from modes established in Continental absolutist courts. While critically examining the perennial notion of "the Englishness of English art," we shall study the careers of the painters, printmakers, sculptors, architects and landscape designers whose collective efforts made English art, at long last, one to be reckoned with. **{A/H}** 4 credits

John Moore

Offered Fall 2010

ARH 352: Studies in Art History (S)

Topic: Trading Partners: Visual Culture and Economies of Exchange. Trade and cross-cultural exchange

form the central themes of this seminar. Focusing upon early modernity, circa 1500–1800, we consider the relationship among visual culture, long-distance trade and travel. Among the issues we consider: how local desires for foreign commodities—such as Chinese porcelains, African ivories, Dutch tulips, Indonesian spices, Indian textiles and American silver—shaped the visual culture of daily lives; and how travelers, be they merchants or conquistadors, slaves or scientists, pilgrims or refugees, changed local visual cultures. Research projects may focus on any region(s) of the early modern world. Open to majors across the curriculum. Preference given to students with reading knowledge of at least two languages (English and one language relevant to individual research interests). **{H/A}** 4 credits

Dana Leibsohn

Offered Fall 2010

ARH 352 Studies in Art History (S)

Topic: Material Culture of China's Conquest Dynasties. Although Imperial China thought it was a central kingdom culturally and politically superior to its neighbors, it constantly suffered invasions and occupations by non-Chinese peoples. Yet frequent cultural interactions among the Han Chinese and other ethnic groups profoundly affected the development of Chinese art in the past two thousand years. This seminar aims to examine the material culture of China's conquest dynasties and their vital role in formulating the diversity of arts in China. Covering material from archaeological finds and museum exhibitions, the class investigates how the Chinese lived under foreign rule and viewed alien traditions, as well as how ethnic others adapted Chinese traditions and introduced them to the rest of the world. Students are encouraged to examine different focuses, purposes and strategies in utilizing material and visual evidence in cultural studies of alien dynasties in China and beyond.

Fan Zhang

Offered Spring 2011

ARH 372 Studies in 19th-Century Art (S)

Topic: The Rhetoric of Realism in Modern Art and Visual Culture. This course traces the history of efforts to capture, reproduce and analyze the natural world in visual form from artists' first experiments with linear perspective to computer-generated virtual reality. In addition to looking at key moments in the development of the realist tradition in Western art—the Italian Renaissance, the Dutch baroque, realism and impressionism

in 19th-century France, socialist realism and pop art—we will also explore how realism has shaped the history of popular commercial and scientific media, including microscopes, wax museums, photography and cinema. In so doing, we will interrogate how, rather than representing a straightforward stylistic or psychological category, realism is molded by social values, economic and political imperatives, shared visual practices and technology. **{H/A}** 4 credits

Laura Kalba
Offered Spring 2011

ARR 374 Studies in 20th-Century Art (S)
Performance, Video, New Media

Beginning with the emergence of performance and video in the 1960s and 1970s, this seminar will examine art practices, issues and ideas which have driven the development of new media into the 21st century. Key topics include duration, forms of presence, relations to technology and questions of audience address and community formation. **{A/H}** 4 credits

Frazer Ward
Offered Spring 2011

ARR 375 Studies in Asian Art (S)

Topic: Material Culture of China's Conquest Dynasties. Although Imperial China thought it was a central kingdom culturally and politically superior to its neighbors, it constantly suffered invasions and occupations by non-Chinese peoples. Yet frequent cultural interactions among the Han Chinese and other ethnic groups profoundly affected the development of Chinese art in the past two thousand years. This seminar aims to examine the material culture of China's conquest dynasties and their vital role in formulating the diversity of arts in China. Covering material from archaeological finds and museum exhibitions, the class investigates how the Chinese lived under foreign rule and viewed alien traditions, as well as how ethnic others adapted Chinese traditions and introduced them to the rest of the world. Students are encouraged to examine different focuses, purposes and strategies in utilizing material and visual evidence in cultural studies of alien dynasties in China and beyond.

{H/A} 4 credits
Fan Zhang
Offered Spring 2011

Special Studies

ARR 400 Special Studies

Written project description required.
1 to 4 credits
Offered both semesters each year

ARR 408d Special Studies

Written project description required. 8 credits
Full-year course; Offered each year

All Special Studies require a word processed statement that includes: student name, semester and year of the special studies, title of the special studies, instructor's name, number of credits and at least one paragraph articulating the scope of the project and its goals.

B. Studio Courses

A fee for basic class materials is charged in all studio courses. The individual student is responsible for the purchase of any additional required supplies. The department reserves the right to retain examples of work done in studio courses.

All studio courses require extensive work beyond the six scheduled class hours.
Please note that all studio art courses have limited enrollments.

Introductory Courses

Studio courses at the 100 level are designed to accept all interested students with or without previous art experience. Enrollment is limited to 18 per section, unless otherwise indicated. Two 100-level courses are generally considered the prerequisites for 200 and 300-level courses, unless otherwise indicated in the course description. However, the second 100-level course may be taken during the same semester as an upper-level course, with the permission of the instructor. Priority will be given to entering students and plan B and C majors.

ARS 161 Design Workshop I

An introduction to visual experience through a study of the basic principles of design. **{A}** 4 credits
A. Lee Burns
Offered Spring 2011

ARS 162 Introduction to Digital Media

An introduction to visual experience through a study of basic principles of design. All course work will be developed and completed using the functions of a computer graphics work station. Enrollment limited to 14. A required fee of \$25 to cover group supplied materials will be charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. **{A}** 4 credits
Paola Ferrario, Fraser Stables, Lucretia Knapp
 Offered both semesters

ARS 163 Drawing I

An introduction to visual experience through a study of the basic elements of drawing. **{A}** 4 credits
Carl Caivano, Jane Lund, Katherine Schneider, Elizabeth Meyersohn
 Offered both semesters

ARS 164 Three-Dimensional Design

An introduction to design principles as applied to three-dimensional form. **{A}** 4 credits
Lynne Yamamoto
 Offered Fall 2010

ARS 171 Introduction to the Materials of Art

An introduction to materials and methods used historically in the various arts. The emphasis will be on the two dimensional arts. Enrollment limited to 12. **{A}** 4 credits
Phoebe Dent Weil, Sarah Belchetz-Swenson, Martin Antonetti, David Dempsey
 Offered Spring 2011

Intermediate Courses

Intermediate courses are generally open to students who have completed two 100-level courses, unless otherwise stated. Priority will be given to plan B and C majors. Students will be allowed to repeat courses numbered 200 or above provided they work with a different instructor.

ARS 266 Painting I

Various spatial and pictorial concepts are investigated through the oil medium. Prerequisite: 163 or permission of the instructor. Enrollment limited to 15. **{A}** 4 credits
Todd Hebert
 Offered Fall 2010

ARS 267 Watercolor Painting

Specific characteristics of watercolor as a painting medium are explored, with special attention given to the unique qualities that isolate it from other painting materials. Prerequisites: 163 and 266 or permission of the instructor. Enrollment limited to 15. **{A}** 4 credits
Susan Heideman
 Offered Fall 2010

ARS 270 Offset Monoprinting

Printmaking using the flat-bed offset press with emphasis on color monoprinting. Prerequisites: 161 or permission of the instructor. Enrollment limited to 15. **{A}** 4 credits
Dwight Pogue
 Offered Spring 2011

ARS 272 Intaglio Techniques

An introduction to intaglio techniques, particularly etching and engraving. Prerequisites: 161 or 162 or 163 or permission of the instructor. Enrollment limited to 15. **{A}** 4 credits
Peter Pettengill
 Offered Fall 2010

ARS 273 Sculpture I

The human figure and other natural forms. Work in modeling and plaster casting. Prerequisites: 161 and 163 or permission of the instructor. Enrollment limited to 16. **{A}** 4 credits
A. Lee Burns
 Offered Fall 2010

ARS 274 Projects in Installation I

This course introduces students to different installation strategies (e.g., working with multiples, found objects, light, site-specificity, among others). Coursework includes a series of projects, critiques, readings and a paper. Prerequisite: ARS 164 or permission of the instructor. Enrollment limited to 12. **{A}** 4 credits
Lynne Yamamoto
 Offered both semesters

ARS 275 The Book: Theory and Practice I

Investigates (1) the structure and history of the Latin alphabet, augmenting those studies with brief lessons in the practice of calligraphy, (2) a study of typography that includes the composing of type by hand and learning the rudiments of printing type, and (3) an introduction to digital typography. Prerequisite: Design

(ARS 161 or equivalent) or permission of the instructor. Enrollment limited to 12. **{A}** 4 credits
Barry Moser
 Offered Fall 2010

ARS 282 Photography I

An introduction to visual experience through a study of the basic elements of photography as an expressive medium. Prerequisite: ARS 162 (recommended) or any other 100-level course. Each section will be either traditional film darkroom practice, or digital output from scanned negatives. Enrollment limited to 15 per section. A required fee of \$125 to cover group supplied materials will be charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. **{A}** 4 credits

Paola Ferrario, Fraser Stables
 Offered both semesters

ARS 283 Introduction to Architecture: Site and Space

The primary goal of this studio is to engage in the architectural design process as a mode of discovery and investigation. Design does not require innate spontaneous talent. Design is a process of discovery based on personal experience, the joy of exploration, and a spirited intuition. Gaining skills in graphic communication and model making, students will produce projects to illustrate their ideas and observations in response to challenging questions about the art and craft of space-making. Overall, this course will ask students to take risks, intellectually and creatively, fostering a keener sensitivity to the built environment as something considered, manipulated and made. Prerequisite: one art history course at the 100 level. Enrollment limited to 24. **{A}** 4 credits

James Middlebrook
 Offered Fall 2010

ARS 285 Introduction to Architecture: Language and Craft

The primary goal of this studio is to gain insight into the representation of architectural space and form as a crafted place or object. Students will gain skills in graphic communication and model making, working in graphite, pen, watercolor and other media. We will look at the architecture of the past and present for guidance and imagine the future through conceptual models and drawings. Overall, this course will ask students to take risks, intellectually and creatively,

fostering a keener sensitivity to the built environment as something considered, manipulated and made. Prerequisite: one art history course at the 100 level. Enrollment limited to 24. Note: LSS 255 can substitute for ARS 285 in the studio art major. A required fee of \$135 to cover group supplied materials will be charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. **{A}** 4 credits

James Middlebrook
 Offered Spring 2011

Advanced Courses

Advanced courses are generally open to students who have completed one intermediate course, unless stated otherwise.

Priority is given to Plan A, B and C majors.

PRS 309 Art/Math Studio (S)

This course is a combination of two distinct but related areas of study: studio art and mathematics. Students will be actively engaged in the design and fabrication of three-dimensional models that deal directly with aspects of mathematics. The class will include an introduction to basic building techniques with a variety of tools and media. At the same time each student will pursue an intensive examination of a particular-individual-theme within studio art practice. The mathematical projects will be pursued in small groups. The studio artwork will be done individually. Group discussions of reading, oral presentations and critiques—as well as several small written assignments will be a major aspect of the class. Prerequisite: Juniors and seniors with permission of the instructors. Enrollment is limited to 15. (E) **{A/M}** 4 credits

Pau Atela (Mathematics) and John Gibson (Studio Art)

Offered Spring 2011

ARS 361 Interactive Digital Multimedia

This course emphasizes individual and collaborative projects in computer-based interactive multimedia production. Participants will extend their individual experimentation with time-based processes and development of media production skills (3D animation, video and audio production)—developed in the context of interactive multimedia production for performance, installation, CD-ROM or Internet. Critical examination and discussion of contemporary

examples of new media art will augment this studio course. Prerequisites: ARS 162 and permission of the instructor. Enrollment limited to 14. **{A}** 4 credits

John Slepian

Offered Spring 2011

ARS 362 Painting II

Painting from models, still-life and landscape using varied techniques and conceptual frameworks. Prerequisites: 266 and permission of the instructor. Enrollment limited to 15. **{A}** 4 credits

Susan Heideman

Offered Spring 2011

ARS 369 Offset Printmaking II

Advanced study in printmaking. Emphasis on color printing in lithography, block printing and photo-printmaking. Prerequisite: 269 or permission of the instructor. Enrollment limited to 12. A required fee of \$75 to cover group supplied materials will be charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. **{A}** 4 credits

Dwight Pogue

Offered Spring 2011

ARS 370 Projects in Installation II

An advanced course for students already familiar with basis strategies involved in making installations. Students work in a range of media (object oriented, performative, audio/video or combinations). Projects will be driven by a selection of topics (e.g., time and narrative, the body, history and memory, exchange and commerce, audience engagement, the spectacle, among others). The topic(s) will change from year to year. Coursework includes conceptualizing and executing projects, critiques, readings and a paper. Prerequisite: ARS 274. **{A}** 4 credits

Lynne Yamamoto

Offered Spring 2011

ARS 374 Sculpture II

Advanced problems in sculpture using bronze casting, welding and various media. Prerequisites: 273 and permission of the instructor. Enrollment limited to 12. **{A}** 4 credits

A. Lee Burns

Offered Spring 2011

ARS 375 The Book: Theory and Practice II

An opportunity for a student already familiar with the basic principles of the book arts and the structure of the book to pursue a manuscript or printed book based on the skills learned in *The Book: Theory and Practice I* or commensurate studies elsewhere. All studies will be thoroughly augmented with study of original historical materials from the Mortimer Rare Book Room. Prerequisite ARS 275 and/or permission of the instructor. Enrollment limited to 12. A required fee of \$15 to cover group supplied materials will be charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. **{A}** 4 credits

Barry Moser

Offered Spring 2011

ARS 383 Photography II

Advanced exploration of photographic techniques and visual ideas. Examination of the work of contemporary artists and traditional masters within the medium. (Varying topics to include digital photography and digital printing). Prerequisites: 282 and permission of the instructor. Enrollment limited to 15. **{A}** 4 credits

Paola Ferrario

Offered Fall 2010

ARS 384 Advanced Studies in Photography

Advanced exploration of photography as a means of visual expression. Lectures, assignments and self-generated projects will provide a basis for critiques. Prerequisites: 282 and permission of the instructor. Enrollment limited to 15. **{A}** 4 credits

Fraser Stables

Offered Spring 2011

ARS 385 Seminar in Visual Studies

An intensive examination of a theme in studio work. Students will work within the medium of their area of concentration. Each class will include students working in different media. Group discussion of readings, short papers and oral presentations will be expected. The course will culminate in a group exhibition. Enrollment limited to 15 upper-level studio majors. Prerequisites: Two or more courses in the student's chosen sequence of concentration and permission of the instructor.

Topic Fall: Plants as Inspiration for Art

Topic Spring: "black"

{A} 4 credits

A. Lee Burns, John Gibson

Offered both semesters

ARS 386 Topics in Architecture

This course will explore a rotating selection of themes in the built environment, with strong emphasis on interdisciplinary work. Topics may include preservation and nostalgia, vernacular architecture and landscapes, urban design and planning, architectural theory and practice, material culture methods or other themes.

Prerequisites: ARS 163, 283, 285, (or equivalent LSS studio) and two art history courses or permission of the instructor. This course may be repeated for credit with a different topic. Enrollment limited to 12. **{A}** 4 credits

James Middlebrook

Offered Fall 2010

ARS 388 Advanced Architecture: Complex Places, Multiple Spaces

This course considers architecture as a socially constructed place. We will examine the built environment through readings, slide presentations and film. A final project, involving either the manipulation/examination/interpretation of place and space through modeling and graphic communication or a multi-media research project exploring a socially constructed place will be required. Prerequisites: ARS 163, 283, 285 and two art history courses or permission of the instructor. Enrollment limited to 12. A required fee of \$75 to cover group supplied materials will be charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. **{A}** 4 credits

James Middlebrook

Offered Spring 2011

ARS 389/LSS 389 Broad-scale Design and Planning Studio

This class is intended for students who have taken introductory landscape studios and are interested in exploring more sophisticated projects. It is also for architecture plus urbanism majors who have a strong interest in landscape architecture or urban design. In a design studio format, the students will analyze and propose interventions for the built environment on a broad scale, considering multiple factors (including ecological, economic, political, sociological and historical) in their engagement of the site. The majority of the semester will be spent working on one complex project. Students will use digital tools as well as traditional design media and physical model building within a liberal arts-based conceptual studio that encourages extensive research and in-depth theoretic

inquiry. Prerequisites: Permission of Instructor. Previous studio experience and two architecture and /or landscape studies courses suggested. Priority given to LSS minors and ARCH majors. Enrollment limited to 12. **{A}** (Q) 4 credits

Reid Bertone-Johnson. To be announced

Offered Spring 2011

ARS 390 Five College Drawing Seminar

This course, limited to junior and senior art majors from the five colleges, is based on the assumption that drawing is central to the study of art and is an ideal way to investigate and challenge that which is important to each student. Particular emphasis will be placed on thematic development within student work. Sketch book, written self-analysis and participation in critique sessions will be expected. Prerequisites: selection by faculty; junior and senior art majors, advanced-level ability. Enrollment limited to 15, three students from each of the five colleges. (E) **{A}** 4 credits

To be announced

To be arranged

ARS 398 Senior Exhibition Workshop Development

This is a one-semester capstone course required for senior Plan B majors who graduate in January. It helps students develop the skills necessary for presenting a cohesive exhibition of their work at the end of their final semester, as required by the Plan B major. Its primary focus will be development of the critical judgment necessary for evaluating the art work they have produced to date in their selected studio sequence, and the culling and augmentation of this work as necessary. Course material will include installation or distribution techniques for different media, curation of small exhibitions of each others' work, and development of critical discourse skills through reading, writing and speaking assignments. In addition to studio faculty, Smith museum staff may occasionally present topics of conceptual and/or practical interest. Students should plan on one early evening meeting per week, to be arranged. Graded satisfactory/unsatisfactory only. **{A}** 1 credit

Members of the department

Offered Fall 2010

ARS 399 Senior Exhibition Workshop

This is a one-semester capstone course required of senior Plan B majors who graduate in May. Its purpose is to help students develop the skills necessary for pre-

senting a cohesive exhibition of their work at the end of their final semester, as required by the Plan B major. Its primary focus will be development of the critical judgment necessary for evaluating the art work they have produced to date in their selected studio sequence, and the culling and augmentation of this work as necessary. Course material will include installation or distribution techniques for different media, curation of small exhibitions of each others' work, and development of critical discourse skills through reading, writing and speaking assignments. In addition to studio faculty, Smith museum staff may occasionally present topics of conceptual and/or practical interest. Students should plan on one early evening meeting per week, to be arranged. Graded satisfactory/unsatisfactory only. **{A}**
1 credit

Members of the department

Offered Spring 2011

ARS 400 Special Studies

Normally for junior and senior majors. Written project description required.

1 to 4 credits

Offered both semesters each year

ARS 408d Special Studies

Written project description required.

8 credits

Full-year course; Offered each year

All Special Studies require a word-processed statement that includes: student name, semester and year of the special studies, title of the special studies, instructor's name, number of credits and at least one paragraph articulating the scope of the project and its goals.

Cross Listed and Interdepartmental Courses

The following courses in other departments, are particularly good supplements to the art major and minor.

AMS 302 The Material Culture of New England 1630–1860

Not for seminar credit.

ANT 135 Introduction to Archaeology

EAS 279 Art and Culture of Tibet

FLS 280 Introduction to Video Production

IDP Mapping the Renaissance

IDP 118 The History and Critical Issues of Museums

LSS 105 Introduction to Landscape Studies

Honors

Co-directors of the Honors Committee:

Art History: Frazer Ward

Studio Art: Lynne Yamamoto

ARH 430d Honors Project

8 credits

Full-year course; Offered each year

ARS 430d Honors Project

8 credits

Full-year course; Offered each year

Requirements and Presentation: ARH 294 is recommended for art history majors. All candidates will present their work to the art department, in a public presentation, late in April or early May. Guidelines and further details can be found at the art department Web site.

The Major

Advisers: Martin Antonetti, Brigitte Buettner, Lee Burns, John Davis, Craig Felton, Paola Ferrario, John Gibson, Susan Heideman, Barbara Kellum, Linda Kim, Dana Leibsohn, John Moore, Dwight Pogue, Marylin Rhie, John Slepian, Fraser Stables, Frazer Ward, Lynne Yamamoto

Art History Adviser for Study Abroad: John Moore

Art Studio Adviser for Study Abroad: Fraser Stables

There is one art major, which may be taken in one of three variations: Plan A (history of art), Plan B (studio art) or Plan C (architecture).

Areas of Study

Courses in the history of art are divided into areas that reflect breadth in terms of both geography and chronology. The geographical divisions of the curriculum are: the Americas; Asia/Islamic world; and Europe. The chronological divisions are: Group I (before 1200); Group II (1200–1800); and Group III (after 1800).

Group I: 204, 212, 216, 222, 226, 230, 232, 285

Group II: 205, 220, 224, 228, 234, 240, 242, 244, 246, 250, 252, 254, EAS 270, EAS 279

Group III: 264, 265, 272, 273, 276, 281, 282, 283, 284

No course counting toward the fulfillment of the major or minor may be taken for an S/U grade, except ARS 398 and ARS 399. Courses associated with a Concentration (such as IDP, ARX, etc.) cannot be counted toward the completion of the art major.

Students entering Smith College in the Fall 2010 semester (or after) are subject to the following requirements. All others have the option of following this set of requirements or the one in effect when they arrived at the college or declared their major.

Plan A, The History of Art

Requirements: Eleven courses, at least one of which must address the Americas, one Asia/Islamic world and one Europe. Requirements thus include:

1. Two 100-level courses, to be taken before the junior year:
 - a. One survey course [Introduction to Art History: Asia (ARH 120), Introduction to Art History: Western Traditions (ARH 140) or Introduction to Art History: Architecture and the Built Environment (ARH 150)] and
 - b. One Colloquium in Art History (ARH 101) or a second survey course. First-Year Seminars taught by members of the art history faculty will count towards the 100-level art history requirement. ARH 150, because it does not focus on one historical period or geographic setting, does not fulfill any geographic or chronological requirement.

Current Requirements: Eleven courses, at least one of which must address the Americas, one Asia/Islamic world and one Europe. Requirements thus include:

1. Two 100-level courses, to be taken before the junior year:
 - a. Introduction to Art History: Western Traditions (ARH 140) and
 - b. Colloquium in Art History (ARH 101) or a First-Year Seminar taught by a member of the art history faculty.
 Students who take additional 100-level courses may count ARH 120 Introduction to Art History: Asia towards their Asia/Islamic world requirement. ARH 140, because it is a basis of the major, does not fulfill any geographical or chronological requirement.
2. One course in studio art
3. Seven courses in the history of art at the 200-level, such that:
 - a. two courses are from Group I: Before 1200
 - b. two courses are from Group II: 1200–1800
 - c. two courses are from Group III: After 1800
 - d. one is a methodological colloquium, at the ARH 290-level; to be taken in the sophomore or junior year (before the seminar)
 Normally, five of the history of art courses counted toward the major must be taken at Smith.
4. One seminar in the history of art (to be taken at Smith). Seminars do not count toward chronological or geographical distribution requirements.

Plan B, Studio Art

Requirements: Thirteen courses, which will include:

1. Two 100-level courses selected from the following: ARS 161, ARS 162, ARS 163 and ARS 164. Note that certain upper-level courses indicate specific 100 level course prerequisites.
2. Two 100-level art history courses selected from two of the following categories:
 - a. colloquia (ARH 101) or (ARH 150)
 - b. non-Western survey (ARH 120 or ARH 150)
 - c. Western survey (ARH 140)
3. Two additional art history courses, at least one of which must be in Group I or II.
4. Five additional studio art courses, which must normally include the full sequence of courses available (usually three) in one of the following five areas of concentration:
 - a. electronic media. Smith or Five-College digital or video production may count as upper-level digital courses.
 - b. graphic arts

- c. painting
- d. photography
- e. sculpture
- f. drawing
- 5. ARS 385
- 6. ARS 398 or ARS 399. Only J-term graduates take ARS 398; it must be taken in their last fall semester. All other seniors must take ARS 399 in the spring semester of their senior year.

In addition, in their senior year studio art majors will be required to install an exhibition during the last half of the spring semester, or the fall semester for J-term graduates.

To fulfill this requirement, Plan B majors will enroll in ARS 398–399.

Declaring the Plan B major

A student may declare a Plan B major anytime after she has completed the introductory (100 level) studio art requirements and one additional studio art course. She must submit a portfolio of work to the Portfolio Review Committee. Portfolios will be reviewed each semester, just before the advising period. Students who receive a negative evaluation will be encouraged to take an additional studio course or courses, and resubmit their portfolio at a subsequent review time. Students who receive a negative evaluation may resubmit their portfolios in subsequent reviews up to and including the last portfolio review available during their sophomore year. These students will be offered suggestions for strengthening their portfolios through additional studio coursework in the same or other media represented in the portfolio. The additional studio courses will count toward fulfilling the major requirements.

Mapping the Plan B major

Upon receiving a positive portfolio evaluation, a student should select and meet with a Plan B adviser. Together they will discuss her interests and review her studio work to date, and select an area of studio in which she will concentrate. In exceptional cases the student and her adviser may design a sequence of studio courses that draws from several areas of concentration.

Plan C, Architecture

Requirements: Twelve courses, which will include:

1. Two 100-level courses selected from two of the following categories:
 - a: colloquia (ARH 101)
 - b: non-Western survey (ARH 120 or 150)
 - c: Western survey (ARH 140)
2. ARS 163, 283, 285 and 388 (or their equivalent)
3. One other upper-level course in three-dimensional architectural design, such as ARS 386.
4. One studio course in another medium.
5. Three 200-level courses in history of art that focus on architectural monuments, urban environments or spatial experience. Students must take one course in at least two areas of study (Groups I–III). For 2010–11, the 200-level courses that focus on architecture are for the fall semester: ARH 264. For the spring semester: ARH 250, 265.
6. One seminar in the history of art normally taken at Smith, with the research paper written on an architectural topic.

Students who contemplate attending a graduate program in architecture should take one year of physics and at least one semester of calculus.

The Minors

Plan 1, History of Art

Designed for students who, although a major in another department, wish to focus some of their attention on the history of art. With the assistance of their advisers, students may construct a minor as specific or comprehensive as they desire within the skeletal structure of the requirements.

Advisers: Martin Antonetti, Brigitte Buettner, John Davis, Craig Felton, Barbara Kellum, Linda Kim, Dana Leibsohn, John Moore, Marilyn Rhie and Frazer Ward

Requirements: Six courses; two 100-level courses; three additional courses in history of art (two of which must be in different areas of study [Groups I–III]); and one seminar (to be taken at Smith).

Plan 2, Studio Art

Designed for students who wish to focus some of their attention on studio art although they are majors in another department. With the assistance of her adviser, a student may construct a minor with primary emphasis on one area of studio art, or she may design a more general minor which encompasses several areas of studio art.

Advisers: A. Lee Burns, Paola Ferrario, John Gibson, Susan Heideman, Dwight Pogue, John Slepian, Fraser Stables and Lynne Yamamoto

Requirements: 163 and five additional courses in studio art, of which at least three must be at the 200 level and at least one must be at the 300 level.

Plan 3, Architecture

Designed for students who wish to focus some attention on architecture although they are majors in another department. Seeks to introduce students to the history, design and representation of the built environment.

Advisers: Brigitte Buettner, John Davis, Barbara Kellum, Dana Leibsohn, John Moore, Frazer Ward

Requirements:

1. One 100-level art history course
2. ARS 163, 283 and 285
3. two art history courses above the 100 level that focus on architectural monuments, urban environments or spatial experience: ARH 202, 204, 206, 208, 212, 214, 216, 222, 224, 226, 228, 232, 234, 246, 250, 264, 265, 270, 272, 274, 276, 283, 285, 288, 359. For 2010–11, the 200-level courses that focus on architecture are for the fall semester: ARH 264. For the spring semester: ARH 250, 265.

Plan 4, Graphic Arts

Adviser: Dwight Pogue

Graphic Arts: Seeks to draw together the department's studio and history offerings in graphic arts into a cohesive unit. The requirements are: (1) ARS 163 (basis); (2) ARH 292 or 268; and (3) any four ARS from: 269, 270, 272, 275, 369, 372, 375 of which one should be at the 300 level or a continuation of one medium.

Arts and Technology

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Joseph O'Rourke, Professor of Computer Science,
Professor of Mathematics, *Director*

Advisers

Rodger Blum, Professor of Dance
Edward Check, Senior Lecturer in Theater
Judy Franklin, Associate Professor of Computer Science

Barbara Kellum, Professor of Art
Eitan Mendelowitz, Assistant Professor of Computer
Science

John Slepian, Assistant Professor of Art
Fraser Stables, Associate Professor of Art
Steve Waksman, Associate Professor of Music

The arts and technology minor engages students and faculty from across the campus and from all three academic divisions. The emphasis is on arts plural, including art, music, dance, theater, and film, and on technology is broadly conceived, including computer science, engineering, mathematics and statistics, physics and other interested departments.

This interdisciplinary minor provides students with a strong foundation in media arts and technology studies, while laying the groundwork for more advanced work in this area. Two primary strengths of the minor are the broad range of topics and approaches to which students are exposed, and the individualized nature of each student's trajectory through the minor. The field of arts and technology is by nature diverse and rapidly changing, and therefore requires broad exposure, and self-direction and high motivation from the student. With careful and attentive advising, our students are able to navigate this complex field successfully, while developing the background and experience necessary for more advanced work.

While each student's path through the minor will be unique, all students must meet certain core requirements. The requirements are structured into three layers: a specific foundation-level, a flexible intermediate level, and a culminating Special Studies. Students will take one or more of the foundation-level courses to discover how technology is employed in various fields of art, to experience the process of art critique, and to identify the areas of creativity in which they are interested. The intermediate level courses provide a progres-

sive interdisciplinary structure that guides students to embrace at least two disciplines, at increasingly advanced levels of artistic and technological stages. The sixth course is a Special Studies the student designs with her advisers. There are many exciting possibilities, including collaborations with other students, and venues for performance, exhibitions, demonstrations, and publications.

Requirements

Six semester courses: at least one foundational course, at least three intermediate courses, and a culminating Special Studies. Students are also encouraged to utilize appropriate Five-College courses, and will design their intermediate course plan in consultation with an arts and technology minor adviser.

1. One or more **Foundational Courses:**

ARS 162	Introduction to Digital Media
CSC 106	Introduction to Computing and the Arts
THE 100	The Art of Theater Design

2. At least three **Intermediate Courses**, from at least two different departments, at least two at the 200-level or above:

EGR 100	Engineering for Everyone
CSC 111	Computer Science I
FYS 164	Issues in Artificial Intelligence
PHY 108	Optics is Light Work

MUS 205 Popular Music and Technology
MTH 205 Modeling in the Sciences
CSC 212 Programming With Data Structures
PHY 224 Electronics
MTH 227 Topics in Modern Mathematics:
Mathematical Sculptures
ARS 263 Intermediate Digital Media
CSC 240 Computer Graphics
THE 253 Lighting Design I
FLS 280 Introduction to Video Production
CSC 260 Programming Techniques for the
Interactive Arts
CSC 290 Introduction to Artificial Intelligence

MUS 345 Electro-Acoustic Music
CSC 354 Seminar in Digital Sound and Music
Processing
ARS 361 Interactive Digital Multimedia
DAN 377 Expressive Technology and Movement
THE 318 Movements in Design

3. **Culminating Special Studies** on a topic approved by
an arts and technology minor adviser:

ATC 400 4-credit Special Studies

Astronomy

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professor

Suzan Edwards, Ph.D, *Chair*

Associate Professor

James Lowenthal, Ph.D.

Laboratory Instructor

Meg Thatcher, M.S.

Five College Faculty teaching in the undergraduate program

M. Darby Dyar, Ph.D. (Professor Mount Holyoke College)

George S. Greenstein, Ph.D. (Professor, Amherst College)

Robert A. Gutermuth, Ph.D. (Five College Astronomy Department Research and Teaching Fellow, Smith College)

Salman Hameed, Ph.D. (Associate Professor, Hampshire College)

Houjun Mo, Ph.D. (Professor, University of Massachusetts)

Alexandra Pope, Ph.D. (Assistant Professor, University of Massachusetts)

Stephen E. Schneider, Ph.D. (Professor, University of Massachusetts)

Ronald L. Snell, Ph.D. (Professor, University of Massachusetts)

Grant Wilson, Ph.D. (Associate Professor, University of Massachusetts)

Min Yun, Ph.D. (Associate Professor, University of Massachusetts)

Students who are considering a major in astronomy should complete PHY 115 or 117 and 118 and the mathematics sequence up to Calculus II (MTH 112) at their first opportunity.

Good choices for first-year astronomy courses for science majors are AST 111 and AST 113. Courses designed for non-science majors who would like to know something about the universe are AST 100, AST 102, AST 103, AST 109, AST 220.

The astronomy department is a collaborative Five College department. Courses designated FC (Five College) are taught jointly with Amherst College, Hampshire College, Mount Holyoke College and the University of Massachusetts. Because of differences among the academic calendars of each school, courses designated "FC" may begin earlier or later than other Smith courses. Students enrolled in any of these courses are advised to consult the Five College astronomy office (545-2194) for the time of the first class meeting.

100 A Survey of the Universe

Discover how the forces of nature shape our understanding of the cosmos. Explore the origin, structure

and evolution of the earth, moons and planets, comets and asteroids, the sun and other stars, star clusters, the Milky Way and other galaxies, clusters of galaxies and the universe as a whole. Designed for non-science majors. **[N]** 4 credits

Suzan Edwards

Offered Spring 2011

102 Sky I: Time

This course explores the astronomical roots of clocks and calendars, and relies on both real and simulated observations of the sun, moon and stars. In addition to weekly projects based on collecting and interpreting data, students independently research a clock and a calendar from another culture, either ancient or modern. There are no prerequisites, and students from all disciplines and backgrounds are welcome. Enrollment limited to 25 per section. **[N]** 4 credits

Suzan Edwards, Fall

Meg Thatcher, James Lowenthal, Spring

Offered Fall 2010, Spring 2011

103 Sky II: Telescopes

View the sky with the telescopes of the McConnell Rooftop Observatory, including the moon, the sun, the planets, nebulae and galaxies. Learn to use a telescope on your own, and find out about celestial coordinates and time-keeping systems. Designed for non-science majors. Enrollment limited to 20 students per section.

{N} 3 credits

James Lowenthal, Meg Thacher

Offered Fall 2010

111 Introduction to Astronomy

A comprehensive introduction to the study of modern astronomy, covering planets—their origins, orbits, interiors, surfaces and atmospheres; stars—their formation, structure and evolution; and the universe—its origin, large-scale structure and ultimate destiny. This introductory course is designed for students who are planning to major in science or math. Prerequisite: MTH 111 or the equivalent. **{N}** 4 credits

James Lowenthal

Offered Fall 2010

113 Telescopes and Techniques

An introduction to observational astronomy for students who have taken or are currently taking a physical science class. Become proficient using the telescopes of the McConnell Rooftop observatory to observe celestial objects, including the moon, the sun, the planets, stars, nebulae and galaxies. Learn celestial coordinate and time-keeping systems. Find out how telescopes and digital cameras work. Take digital images of celestial objects and learn basic techniques of digital image processing. Become familiar with measuring and classification techniques in observational astronomy. Enrollment limited to 20 students. **{N}** 4 credits

Suzan Edwards, Meg Thacher

Offered Spring 2011

223 FC23 Planetary Science

An introductory course for physical science majors. Topics include: planetary orbits, rotation and precession; gravitational and tidal interactions; interiors and atmospheres of the Jovian and terrestrial planets; surfaces of the terrestrial planets and satellites; asteroids, comets and planetary rings; origin and evolution of the planets. Prerequisites: one semester of calculus and one semester of a physical science. **{N}** 4 credits

Darby Dyar, at Mount Holyoke

Offered Fall 2010

224 FC24 Stellar Astronomy

Discover the fundamental properties of stars from the analysis of digital images and application of basic laws of physics. Extensive use of computers and scientific programming and data analysis. Offered in alternate years with 225. Prerequisites: PHY 115, MTH 111, plus one astronomy class. **{N}** 4 credits

Suzan Edwards

Offered Fall 2010

225 FC25 Galactic and Extragalactic Astronomy

The discovery of dark matter and the role of gravity in determining the composition of the universe will be explored in an interactive format making extensive use of computer simulations and independent projects. Offered in alternate years with 224. Prerequisites: PHY 115, MTH 111, plus one astronomy class. **{N}** 4 credits

Suzan Edwards

Not offered in 2010–11

226 FC26 Cosmology

Cosmological models and the relationship between models and observable parameters. Topics in current astronomy that bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of the foundations of cosmology and its future as a science. Prerequisites: MTH 111 and one physical science course. **{N}** 4 credits

George Greenstein, at Amherst

Offered Spring 2011

228 FC28 Astrophysics I: Stars and Galaxies

A calculus-based introduction to the properties, structure, formation and evolution of stars and galaxies. The laws of gravity, thermal physics and atomic physics provide a basis for understanding observed properties of stars, interstellar gas and dust. We apply these concepts to develop an understanding of stellar atmospheres, interiors and evolution, the interstellar medium and the Milky Way and other galaxies. Prerequisites: two semesters of college-level physics and second-semester calculus. **{N}** 4 credits

James Lowenthal

Offered Spring 2011

330 FC30 Seminar: Topics in Astrophysics

Topic: Mars. An interactive seminar, reading literature and addressing unresolved questions about the Red Planet, such as water on Mars, the Martian atmosphere, surface composition and geomorphic features, life on Mars. Prerequisite: any intermediate-level astronomy or geology course; AST 223 recommended. **{N}** 4 credits
Darby Dyar, at Mount Holyoke
 Offered Fall 2010

335 FC35 Astrophysics II: Stellar Structure

How astronomers determine the nature and extent of the universe. Following the theme of the "Cosmic Distance Ladder," we explore how our understanding of astrophysics allows us to evaluate the size of the observable universe. Topics include direct distance determinations in the solar system and nearby stars, spectroscopic distances of stars; star counts and the structure of our galaxy; Cepheid variables and the distances of galaxies; the Hubble Law and large-scale structure in the universe, and quasars and the Lyman-alpha forest. Prerequisites: at least one physics course and one astronomy course at the 200-level or above. **{N}** 4 credits
Min Yun, at UMass
 Offered Fall 2010

337 FC37 Observational Techniques in Optical and Infrared Astronomy

An introduction to the techniques of gathering and analyzing astronomical data, with an emphasis on observations related to determining the size scale of the universe. Telescope design and optics. Instrumentation for imaging, photometry and spectroscopy. Astronomical detectors. Computer graphics and image processing. Error analysis and curve fitting. Prerequisites: at least one of AST 224, 225, 226 or 228 and one physics course at the 200-level. **{N}** 4 credits
Robert Gutermuth
 Offered Spring 2011

352 FC52 Astrophysics III: Galaxies and the Universe

The application of physics to the understanding of astrophysical phenomena. Physical processes in the gaseous interstellar medium: photoionization in HII regions and planetary nebulae; shocks in supernova remnants and stellar jets; energy balance in molecular clouds. Dynamics of stellar systems: star clusters and the virial theorem; galaxy rotation and the presence of dark matter in the universe; spiral density waves. Qua-

sars and active galactic nuclei; synchrotron radiation; accretion disks; supermassive black holes. Prerequisites: four semesters of physics beyond PHY 118. **{N}** 4 credits
Houjun Mo, at UMass
 Offered Spring 2011

400 Special Studies

Independent research in astronomy. Admission by permission of the department. The student is expected to define her own project and to work independently, under the supervision of a faculty member. 1 to 4 credits
 Offered both semesters each year

The Major

Advisers: Suzan Edwards, James Lowenthal

The astronomy major is designed to provide a good foundation in modern science with a focus on astronomy. Taken alone, it is suited for students who wish to apply scientific training in a broad general context. If coupled with a major in physics, the astronomy major or minor provides the foundation to pursue a career as a professional astronomer. Advanced courses in mathematics and a facility in computer programming are strongly encouraged.

Requirements: 11 courses (44 credits), which will include the following eight courses: 111; 113; three astronomy courses at the 200 level, (one of which is 224 or 225); one astronomy course at the 300 level; PHY 115 or 117 and 118. The remaining three must be at the 200 or 300 level. In advance consultation with your adviser, two of them may be chosen from appropriate intermediate level courses in closely related fields such as mathematics, physics, engineering, geology, computer science, or the history or philosophy of science.

The Minor

Advisers: Suzan Edwards, James Lowenthal

The minor is designed to provide a practical introduction to modern astronomy. If combined with a major in another science or mathematics-related field, such as geology, chemistry or computer science, it can provide

a versatile scientific background, which would prepare a student for future work as a scientist or technical specialist. Alternatively, the minor may be combined with a major in a nonscientific field, such as history, philosophy or education, for students who wish to apply their astronomical backgrounds in a broader context, that could include history of science, scientific writing or editing or science education.

Requirements: 24 credits, including the following three courses: 111; 224 or 225; and PHY 115 or 117. The remaining three courses will be two additional astronomy courses plus either an astronomy or physics offering.

Minor in Astrophysics

Advisers: Suzan Edwards, James Lowenthal

The astrophysics minor is designed for a student who is considering a career as a professional astronomer. Central to this approach is a strong physics background, coupled with an exposure to topics in modern astrophysics. Students are advised to acquire a facility in computer programming. Especially well-prepared students may enroll in graduate courses in the Five College Astronomy Department.

Requirements: Completion of physics major plus any three astronomy classes except AST 100, 102, 103.

Honors

Director: Suzan Edwards

430d Honors Project

8 credits

Full-year course; Available to qualified students ready for rigorous independent work.

Biochemistry

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

^{**2} Christine White-Ziegler, Ph.D. (Biological Sciences),
Director

Professors

Stylianios P. Scordilis, Ph.D. (Biological Sciences)
Steven Williams, Ph.D. (Biological Sciences)
David Bickar, Ph.D. (Chemistry)

Associate Professors

Cristina Suarez, Ph.D. (Chemistry)
Adam Hall, Ph.D. (Biological Sciences)
^{†1} Elizabeth Jamieson, Ph.D. (Chemistry)

Assistant Professor

Carolyn Wetzel, Ph.D. (Biological Sciences)

Senior Lecturer

Lâle Aka Burk, Ph.D. (Chemistry)

Laboratory Instructor

Amy Burnside, Ph.D. (Biochemistry)

Courses in the biochemistry major are listed below. Prospective majors are encouraged to refer to the description of the major in this catalogue and to contact biochemistry faculty to discuss appropriate paths through these courses.

252 Biochemistry I: Biochemical Structure and Function

Structure and function of biological macromolecules: proteins and nucleic acids. Mechanisms of conformational change and cooperative activity; bioenergetics, enzymes and regulation. Prerequisites: BIO 202 and CHM 223. Laboratory (253) must be taken concurrently by biochemistry majors; optional for others. **{N}** 3 credits

Stylianios P. Scordilis
Offered Spring 2011

253 Biochemistry I Laboratory

Techniques of modern biochemistry: ultraviolet spectrophotometry and spectrofluorimetry, SDS polyacrylamide gel electrophoresis, Scatchard analysis and a project lab on linked enzyme kinetics. Prerequisite: BIO 203. BCH 252 is a prerequisite or must be taken concurrently. **{N}** 2 credits

Amy Burnside
Offered Spring 2011

352 Biochemistry II: Biochemical Dynamics

Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: BCH 252 and CHM 224. Laboratory (BCH 353) must be taken concurrently by biochemistry majors; optional for others. **{N}**

3 credits
David Bickar
Offered Fall 2010

353 Biochemistry II Laboratory

Investigations of biochemical systems using experimental techniques in current biochemical research. Emphasis is on independent experimental design and execution. BCH 352 is a prerequisite or must be taken concurrently. **{N}** 2 credits

Amy Burnside
Offered Fall 2010

380 Seminar: Topics in Biochemistry

Cancer: Cells Out of Control

Known since the ancient Egyptians, cancers may be considered a set of normal cellular processes gone awry in various cell types. This seminar will consider chemical and radiation carcinogenesis, oncogenesis, growth factor signaling pathways and the role of hormones in

cancers, as well as the pathologies of the diseases. Prerequisites: BIO 202 and BIO 203. **{N}** 3 credits

Stylianios P. Scordilis

Offered Spring 2011

Molecular Pathogenesis of Emerging Infectious Diseases

This course will examine the impact of infectious diseases on our society. New pathogens have recently been identified, while existing pathogens have warranted increased investigation for multiple reasons, including as causative agents of chronic disease and cancer and as agents of bioterrorism. Specific emphasis on the molecular basis of virulence in a variety of organisms will be addressed along with the diseases they cause and the public health measures taken to address these pathogens. Prerequisites: BIO 202 or BIO 204. Recommended: BIO 306. **{N}** 3 credits

Christine White-Ziegler

Offered Spring 2011

Biochemical Bases of Neurological Disorders

Following the decade of the brain there has been a surge in understanding of the biochemical and molecular bases of neurological disorders. This seminar will explore how protein misfolding relates to a number of neuronal diseases including spongiform encephalopathies (e.g., "mad cow"), Lou Gehrig's, Alzheimer's and Parkinson's. Prerequisite: Cell Biology, BIO 202. **{N}** 3 credits

Adam Hall

Offered Spring 2012

400 Special Studies

Variable credit (1 to 5) as assigned

Offered both semesters each year

400d Special Studies

Variable credit (2 to 10) as assigned

Full-year course; Offered each year

Biological Sciences and Chemistry courses in the major:

BIO 150 Cells, Physiology and Development

Students in this course will investigate the structure, function and physiology of cells, the properties of biological molecules, information transfer from the level of DNA to cell-cell communication, and cellular energy

generation and transfer. The development of multicellular organisms and the physiology of selected organ systems will also be explored. Laboratory (BIO 151) is recommended but not required. Enrollment limited to 80. **{N}** 4 credits

Christine White-Ziegler, Fall

Michael Barresi, Spring

Offered Fall 2010, Spring 2011

BIO 151 Cells, Physiology and Development Laboratory

Laboratory sessions in this course will combine observational and experimental protocols. Students will examine cellular molecules, monitor enzymatic reactions, photosynthesis and respiration to study cellular function. Students will also examine embryology and the process of differentiation, the structure and function of plant systems, and the physiology of certain animal systems. Prerequisite: BIO 150, (normally taken concurrently). **{N}** 1 credit

Members of the department

Offered Fall 2010, Spring 2011

CHM 111 Chemistry I: General Chemistry

The first semester of our core chemistry curriculum introduces the language(s) of chemistry and explores atoms, molecules and their reactions. Topics covered include electronic structures of atoms, structure shape and properties of molecules; reactions and stoichiometry. Enrollment limited to 60 per lecture section, 16 per lab section. **{N}** 5 credits

Lika Burk, Shizuka Hsieh and Cristina Suarez, Fall 2010

Members of the department, Fall 2011

Laboratory Coordinator: Maria Bickar

Offered Fall 2010, Fall 2011

CHM 118 Advanced General Chemistry

This course is designed for students with a very strong background in chemistry. The elementary theories of stoichiometry, atomic structure, bonding, structure, energetics and reactions will be quickly reviewed. The major portions of the course will involve a detailed analysis of atomic theory and bonding from an orbital concept, an examination of the concepts behind thermodynamic arguments in chemical systems, and an investigation of chemical reactions and kinetics. The laboratory deals with synthesis, physical properties and kinetics. The course is designed to prepare students for CHM 222/223 as well as replace both CHM 111 and

CHM 224. A student who passes 118 cannot take either 111 or 224. Enrollment limited to 32. **{N}** 5 credits
Robert Linck, Fall 2010
Members of the department, Fall 2011
Laboratory Coordinator: Heather Shafer
 Offered Fall 2010, Fall 2011

BIO 200 Animal Physiology

Functions of animals, including humans, required for survival (movement, respiration, circulation, etc.); neural and hormonal regulation of these functions; and the adjustments made to challenges presented by specific environments. Prerequisites: BIO 150/151 and CHM 111 or CHM 118. Laboratory (BIO 201) is optional but strongly recommended. **{N}** 4 credits
Richard Briggs
 Offered Fall 2010

BIO 201 Animal Physiology Laboratory

Experiments will demonstrate concepts presented in BIO 200 and illustrate techniques and data analysis used in the study of physiology. BIO 200 must be taken concurrently. **{N}** 1 credit
Richard Briggs
 Offered Fall 2010

BIO 202 Cell Biology

The structure and function of eukaryotic cells. This course will examine contemporary topics in cellular biology: cellular structures, organelle function, membrane and endomembrane systems, cellular regulation, signaling mechanisms, motility, bioelectricity, communication and cellular energetics. This course is a prerequisite for Biochemistry I (BCH 252). Prerequisites: BIO 150/151 and CHM 222. Laboratory (BIO 203) is recommended but not required. **{N}** 4 credits
Stylianios Scordilis
 Offered Fall 2010

BIO 203 Cell Biology Laboratory

Inquiry-based laboratory using techniques such as spectrophotometry, enzyme kinetics, bright field and fluorescence light microscopy and scanning electron microscopy. There will be an emphasis on student-designed projects. This course is a prerequisite for Biochemistry I Laboratory (BCH 253). Prerequisite: BIO 202, (should be taken concurrently). **{N}** 1 credit
Graham Kent
 Offered Fall 2010

BIO 204 Microbiology

This course examines bacterial morphology, growth, biochemistry, genetics and methods of controlling bacterial activities. Emphasis is on bacterial physiology and the role of the prokaryotes in their natural habitats. The course also covers viral life cycles and diseases caused by viruses. Prerequisites: BIO 150 and CHM 111 or equivalent advanced placement courses. Laboratory (BIO 205) must be taken concurrently. **{N}** 3 credits
Christine White-Ziegler, Esteban Monserrate
 Offered Spring 2011

BIO 205 Microbiology Laboratory

Experiments in this course explore the morphology, physiology, biochemistry and genetics of bacteria using a variety of bacterial genera. Methods of aseptic technique; isolation, identification and growth of bacteria are learned. An individual project is completed at the end of the term. BIO 204 must be taken concurrently. **{N}** 2 credits
Christine White-Ziegler, Esteban Monserrate
 Offered Spring 2011

BIO 230 Genomes and Genetic Analysis

An exploration of genes and genomes that highlights the connections between molecular biology, genetics, cell biology and evolution. Topics will include DNA and RNA and protein structure and function, gene organization, mechanisms and control of gene expression, origins and evolution of molecular mechanisms and gene networks. The course will also deal with the principal experimental and computational tools that have advanced relevant fields, and will introduce students to the rapidly expanding databases at the core of contemporary biology. Relying heavily on primary literature, we will explore selected topics including the molecular biology of infectious diseases, genetic underpinnings of development, the comparative analysis of whole genomes and the origin and evolution of genome structure and content. Prerequisites: BIO 110 or 152. Laboratory (BIO 231) is recommended but not required. **{N}** 4 credits
Steven Williams and Robert Merritt
 Offered Spring 2011

BIO 231 Genomes and Genetic Analysis Laboratory

A laboratory designed to complement the lecture material in 230. Laboratory and computer projects will investigate methods in molecular biology including recombinant DNA, gene cloning and DNA sequencing as

well as contemporary bioinformatics, data mining and the display and analysis of complex genome databases. Prerequisite: BIO 230 (should be taken concurrently).

{N} 1 credit

Lori Saunders

Offered Spring 2011

CHM 222 Chemistry II: Organic Chemistry

An introduction to the theory and practice of organic chemistry. The course focuses on structure, nomenclature, physical and chemical properties of organic compounds and infrared and nuclear magnetic resonance spectroscopy for structural analysis. Reactions of carbonyl compounds will be studied in depth. Prerequisite: 111 or 118. Enrollment limited to 16 per lab section.

{N} 5 credits

Members of the department

Laboratory Coordinator: Maria Bickar

Offered Spring 2011, Spring 2012

CHM 223 Chemistry III: Organic Chemistry

Material will build on introductory organic chemistry topics covered in 222 and will focus more heavily on retrosynthetic analysis and multistep synthetic planning. Specific topics include reactions of alkyl halides, alcohols, ethers; aromaticity and reactions of benzene; and cycloaddition reactions including the Diels-Alder reaction. Prerequisite: 222 and successful completion of the 222 lab. Enrollment limited to 16 per lab section.

{N} 5 credits

Members of the department

Laboratory Coordinator: Rebecca Thomas

Offered Fall 2010, Fall 2011

CHM 224 Chemistry IV: Introduction to Inorganic and Physical Chemistry

This final course in the chemistry core sequence provides a foundation in the principles of physical and inorganic chemistry that are central to the study of all chemical phenomena. Topics include coordination chemistry of transition metals and quantitative treatment of thermochemistry, chemical equilibria, Electrochemistry and kinetics of reactions. Prerequisite: 111 and 223; MTH 111 or equivalent; or permission of the instructor. Enrollment limited to 16 per lab section.

{N} 5 credits

Kate Queeney; Spring 2011

Members of the department, Spring 2012

Laboratory Coordinator: Heather Shafer

Offered Spring 2011, Spring 2012

BIO 302 Developmental Biology

The field of developmental biology tries to address the age-old question of how a single cell can give rise to the complexity and diversity of cells and forms that make us the way we are. Developmental biology spans all disciplines from cell biology and genetics to ecology and evolution. Therefore, this course should appeal to a wide range of student interests and serve as a chance to unify many of the principles discussed in other courses. Observations of the remarkable phenomena that occur during embryonic development will be presented in concert with the experiments underlying our current knowledge. In order to fully engage students with the research being presented in class, we will Web conference with the prominent developmental biologists that produced the research we are covering. Prerequisites: All three core courses are suggested, at least BIO 150 and BIO 152 are required. An upper-level course in cell biology (BIO 202 or 206) **or** genetics (BIO 230) is required. **{N}** 4 credits

Michael Barresi

Offered Fall 2010

BIO 306 Immunology

An introduction to the immune system covering the molecular, cellular and genetic bases of immunity to infectious agents. Special topics include immunodeficiencies, transplantation, allergies, immunopathology and immunotherapies. Prerequisite: BIO 202. Recommended: BIO 152 or 230 and/or BIO 204. Laboratory (BIO 307) is recommended but not required. **{N}** 4 credits

Christine White-Ziegler

Offered Fall 2010

BIO 310 Cellular and Molecular Neuroscience

Molecular level structure-function relationships in the nervous system. Topics include development of neurons, neuron-specific gene expression, mechanisms of neuronal plasticity in learning and memory, synaptic release, molecular biology of neurological disorders and molecular neuropharmacology. Prerequisites: BIO 202 or BIO 230 or permission of the instructor. Enrollment limited to 20. **{N}** 4 credits

Adam C. Hall

Offered Fall 2010

BIO 312 Plant Physiology

Plants as members of our ecosystem; water economy; photosynthesis and metabolism; growth and development as influenced by external and internal factors,

survey of some pertinent basic and applied research.

Prerequisites: BIO 150 and CHM 111 or CHM 118. **{N}**

4 credits

Carolyn Wetzel

Offered Spring 2011

BIO 313 Plant Physiology Laboratory

Processes that are studied include plant molecular biology, photosynthesis, growth, uptake of nutrients, water balance and transport and the effects of hormones.

Prerequisite: BIO 312 (should be taken concurrently).

{N} 1 credit

Carolyn Wetzel

Offered Spring 2011

BIO 332 Molecular Biology of Eukaryotes

Advanced molecular biology of eukaryotes and their viruses. Topics will include genomics, bioinformatics, eukaryotic gene organization, regulation of gene expression, RNA processing, retroviruses, transposable elements, gene rearrangement, methods for studying human genes and genetic diseases, molecular biology of infectious diseases, genome projects and whole genome analysis. Reading assignments will be from a textbook and the primary literature. Each student will present an in-class presentation and write a paper on a topic selected in consultation with the instructor. Enrollment limited to 16. Prerequisite: BIO 230. Laboratory (BIO 333) is recommended but not required. **{N}** 4 credits

Steven A. Williams

Offered Spring 2011

334 Bioinformatics and Comparative Molecular Biology

This course will focus on methods and approaches in the emerging fields of bioinformatics and molecular evolution. Topics will include the quantitative examination of genetic variation; selective and stochastic forces; shaping proteins and catalytic RNA; data mining; comparative analysis of whole genome data sets; comparative genomics and bioinformatics; and hypothesis testing in computational biology. We will explore the role of bioinformatics and comparative methods in the fields of molecular medicine, drug design and in systematic, conservation and population biology. Prerequisite: BIO 152, or BIO 230, or BIO 232 or permission of the instructor. Laboratory (BIO 335) is strongly recommended but not required. **{N}** 3 credits

Robert Dorit

Offered Spring 2011

BIO 350 Topics in Molecular Biology

Application of New Molecular Technologies to the Study of Infectious Disease

The focus of this seminar will be on the study of newly emerging infectious diseases that are of great concern in the public health community. The bird flu (H5N1) is currently causing the greatest apprehension, however, the spread of diseases such as SARS, Ebola, Dengue Fever, West Nile, malaria and many others is also a worrisome trend. What can we learn from the great pandemics of the past (the great influenza of 1918, the Black Death of the Middle Ages, the typhus epidemic of 1914–21 and others?) How can modern biotechnology be applied to the development of new drugs and vaccines to prevent such pandemics in the future? In addition to natural infections, we now must also be concerned with rare diseases such as anthrax and smallpox that may be introduced to large populations by bioterrorism. The challenges are great but new tools of molecular biology (genomics, proteomics, RNA interference, microarrays and others) provide unprecedented opportunity to understand infectious diseases and to develop new strategies for their elimination. **{N}** 3 credits

Steven A. Williams

Offered Fall 2011

CHM 332 Physical Chemistry II

Thermodynamics and kinetics: will the contents of this flask react, and if so, how fast? Properties that govern the chemical and physical behavior of macroscopic collections of atoms and molecules (gases, liquids, solids and mixtures of the above). Prerequisite: MTH 112 or MTH 114. **{N}** 5 credits

Cristina Suarez, Spring 2011

Members of the department, Spring 2012

Offered Spring 2011, Spring 2012

CHM 335 Physical Chemistry of Biochemical Systems

A course emphasizing physical chemistry of biological systems. Topics covered include chemical thermodynamics, solution equilibria, enzyme kinetics and biochemical transport processes. The laboratory focuses on experimental applications of physical-chemical principles to systems of biochemical importance. Prerequisites: 224 or permission of the instructor and MTH 112. **{N}** 4 credits

David Bickar, Spring 2011

Members of the department, Spring 2012

Offered Spring 2011, Spring 2012

CHM 328 Bio-Organic Chemistry

This course deals with the function, biosynthesis, structure elucidation and total synthesis of the smaller molecules of nature. Emphasis will be on the constituents of plant essential oils, steroids including cholesterol and the sex hormones, alkaloids and nature's defense chemicals, molecular messengers and chemical communication. The objectives of the course can be summarized as follows: To appreciate the richness, diversity and significance of the smaller molecules of nature, to investigate methodologies used to study and synthesize these substances, and to become acquainted with the current literature in the field. Prerequisite: 223. Offered in alternate years. **{N}** 4 credits

Lâle Burk

Offered Spring 2012

CHM 338 Bio-NMR Spectroscopy and Imaging

This course provides an understanding of the general principles governing 1D and 2D Nuclear Magnetic Resonance (NMR) spectroscopy. Examples from the diverse use of biological NMR in the study of protein structures, enzyme mechanisms, DNA, RNA, etc. will be analyzed and discussed. A basic introduction to Magnetic Resonance Imaging (MRI) will also be included, concentrating on its application to biomedical issues. Prerequisite: A knowledge of NMR spectroscopy at the basic level covered in CHM 222 and 223. Offered in alternate years. **{N}** 4 credits

Cristina Suarez

Offered Fall 2010

CHM 347 Instrumental Methods of Analysis

A laboratory-oriented course involving spectroscopic, chromatographic and electrochemical methods for the quantitation, identification and separation of species. Critical evaluation of data and error analysis. Prerequisite: 224 or permission of the instructor. **{N/M}** 5 credits
Not offered in 2010–11

CHM 357 Selected Topics in Biochemistry

Topic: Pharmacology and Drug Design. An introduction to the principles and methodology of pharmacology, toxicology and drug design. The pharmacology of several drugs will be examined in detail, and computational software used to examine drug binding and to assist in designing a new or modified drug. Some of the ethical and legal factors relating to drug design, manufacture, and use will also be considered. Prereq-

uisite: BCH 352 or permission of the instructor. Offered in alternate years. **{N}** 4 credits

David Bickar

Offered Fall 2011

CHM 369 Bioinorganic Chemistry

This course will provide an introduction to the field of bioinorganic chemistry. Students will learn about the role of metals in biology as well as about the use of inorganic compounds as probes and drugs in biological systems. Prerequisites: CHM 223 and 224. Offered in alternate years. **{N}** 4 credits

Elizabeth Jamieson

Offered Spring 2013

The Major

Increasingly, biochemistry and molecular biology are being recognized as two closely connected, but distinct fields. To allow students the opportunity to focus their upper-level coursework in either of these areas of study, the biochemistry major offers two tracks. Both upper level tracks are built upon a common foundation of biochemistry, biology, and chemistry courses that are fundamental to both fields.

Both tracks in the major offer excellent preparation for students interested in graduate school or health professional programs such as medicine, dentistry, pharmacy or veterinary medicine. Additionally, students are well prepared for entry-level positions in industry and academia.

Biochemistry Track: Students who want to more fully explore the properties of biomolecules such as proteins, carbohydrates, lipids and nucleic acids, as well as how they function in metabolic and signal transduction pathways in the cells, should consider this track.

Molecular Biology Track: Students who want to more fully explore the molecular relationships between DNA, RNA and protein synthesis, and how these interactions are regulated in living cells, should consider this track.

Common foundation courses for both tracks: BIO 150/151, 202/203, 230/231; CHM 111, 222, 223 and 224 or 118, 222 and 223; and CHM 332 or 335; BCH 252/253.

Requirements: Beyond the common foundation, the requirements for individual tracks within the major are:

Biochemistry track:

1. One physiology course from: BIO 200/201, 204/205 or 312/313.
2. BCH 352 and 353
3. One elective from: BCH 380; BIO 306, 310, 332; CHM 328, 338, 357, 369.

Molecular Biology track:

1. BIO 204/205
2. BIO 332/333
3. One elective from: BCH 380, BCH 352; BIO 302, 306, 310, 312, 334, 350.

The S/U grading option is not allowed for courses counting toward the biochemistry major.

Exemption from required introductory courses may be obtained on the basis of Advanced Placement or by Chemistry or Biological Sciences departmental placement.

Students are advised to complete all the required introductory courses (BIO 150/151, 202/203, CHM 111, 222, 223 and 224 or 118, 222 and 223) before the junior year.

Preparation for graduate study in biochemistry and molecular biology

Both the molecular biology and biochemistry tracks offer a strong academic and experimental background for entrance into graduate school. Both tracks will prepare students to enter graduate school in molecular and cellular biology while students interested in entering graduate programs in biological chemistry will find it advantageous to choose the biochemistry track. Students planning graduate study in biochemistry or molecular biology are advised to include a year of calculus and a year of physics in their program of study. Independent research is also highly recommended in preparation for graduate school.

Prehealth Professional Programs

Students may prepare for health profession schools by majoring in any area, as long as they take courses that meet the minimum requirements for entrance. For most schools, these are two semesters each of English, general chemistry, organic chemistry, physics, math and biology. The science courses must include laboratories. Both the molecular biology and biochemistry tracks include several of the courses for entrance into health professional programs, making the biochemistry major an excellent choice for student applying to programs in medicine, dentistry, pharmacy or veterinary medicine. Other courses often required or recommended include biochemistry, calculus and/or statistics and social or behavioral science. Because health profession schools differ in the details of their requirements, students should confer with a prehealth adviser as early as possible about specific requirements.

Advisers: Lâle Burk, David Bickar, Adam Hall, Elizabeth Jamieson, Stylianos Scordilis, Cristina Suarez, Carolyn Wetzel, Christine White-Ziegler, Steven Williams

Honors Director: Stylianos P. Scordilis

430d Honors Project

8 credits

Full-year course; Offered each year

432d Honors Project

12 credits

Full-year course; Offered each year

Honors Requirements: Same as for the major, with the addition of a research project in the senior year culminating in a written thesis, an oral examination in biochemistry and an oral presentation of the honors research. Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Biological Sciences

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

^{**1} Stephen G. Tilley, Ph.D.
Robert B. Merritt, Ph.D., *Chair*
^{*1} Margaret E. Anderson, Ph.D.
Richard F. Olivo, Ph.D.
Stylianios P. Scordilis, Ph.D.
Steven A. Williams, Ph.D.
Paulette Peckol, Ph.D.
Richard T. Briggs, Ph.D.
Virginia Hayssen, Ph.D.
Michael Marcotrigiano, Ph.D.
^{†1} Laura A. Katz, Ph.D.
^{**2} Christine White-Ziegler, Ph.D.
L. David Smith, Ph.D.

Adjunct Professor

Thomas S. Litwin, Ph.D.

Associate Professors

Robert Dorit, Ph.D.
Adam Hall, Ph.D.

Adjunct Associate Professor

Leslie R. Jaffe, M.D.

Assistant Professors

Carolyn Wetzel, Ph.D.
Michael Barresi, Ph.D.
Jesse Bellemare, Ph.D.

Adjunct Assistant Professor

Gail E. Scordilis, Ph.D.

Lecturers

Esteban Monserrate, Ph.D.
Denise Lello, Ph.D.
Lori Saunders, Ph.D.
Robert Nicholson, M.A.

Lecturer and Research Associate

Paul Wetzel, Ph.D.

Senior Laboratory Instructor

Graham R. Kent, M.Sc.

Laboratory Instructors

Esteban Monserrate, Ph.D.
Gabrielle Immerman, B.A.
Lori Saunders, Ph.D.
Judith Wopereis, M.Sc.

Courses in the biological sciences are divided into five main sections.

- 1) Introductory and non-majors courses
(See pp. 119–20)
- 2) Core courses, required of all biological sciences majors
(See pp. 121–30)
- 3) 200- and 300-level courses
(See pp. 131)
- 4) Independent research
(See pp. 130)
- 5) Graduate courses
(See pp. 132–33)

Prospective majors are encouraged to refer to the description of the major in this catalog, and to contact biology faculty to discuss appropriate paths through these courses.

Introductory and non-major courses

101 Modern Biology for the Concerned Citizen

A course dealing with current issues in biology that are important in understanding today's modern world. Many of these issues present important choices that must be made by individuals and by governments. Topics will include cloning of plants and animals,

human cloning, stem cell research, genetically modified foods, bioterrorism, emerging infectious diseases such as Ebola, SARS and West Nile, gene therapy, DNA diagnostics and forensics, genome projects, human origins, human diversity and others. The course will include guest lectures, outside readings and in-class discussions. **{N}** 4 credits

Steven Williams

Offered Fall 2010

103 Economic Botany: Plants and Human Affairs

A consideration of the plants that are useful or harmful to humans; their origins and history, botanical relationships, chemical constituents which make them economically important, and their roles in prehistoric and modern cultures, civilizations and economies. Classes of plants surveyed include those that provide food, timber, fiber, spices, essential oils, medicines, stimulants and narcotics, oils and waxes and other major products. Topics include the history of plant domestication, ethnobotany, biodiversity issues, genetic engineering and biotechnology. No prerequisites. Enrollment limited to 25. 3 credits

Robert Nicholson

Offered Spring 2011

110 Introductory Colloquia: Life Sciences for the 21st Century

These colloquia provide entering and non-majors students with interactive, small group discussion courses focused on particular topics/areas of current relevance in the life sciences. Their writing-intensive and/or quantitative-intensive small class formats are meant to foster discussion and encourage active participation. Students engage with the topic of the colloquium using the many styles of inquiry and tools available to contemporary biologists. While the emphasis will be on subject matter, we will also be concerned with developing the fundamental skills necessary for success in the sciences, including reading and analysis of primary literature, writing about science, data presentation and analysis and hypothesis construction and testing. A number of concepts introduced in these colloquia are relevant to the 200-level courses intended for majors in the Biological Sciences. Individual colloquia are designed to emphasize a variety of skills: the designations listed after the title of the colloquium indicate if the course will emphasize quantitative work (**Q**), written work (**W**), laboratory exercises (**L**) and/or reading of primary literature (**R**). Certain of these colloquia will also fulfill the College requirement for a "writing-intensive" course

indicated by the **W** designation. May be repeated for credit with a different subject. Enrollment limited to 20 unless otherwise indicated. **{N}** 4 credits

Women and Exercise—What Is Really Going On in Our Muscles (Q, R, L)

Muscle is a very plastic tissue and responds to environmental changes and stresses in ways we don't even notice. It atrophies from disuse, hypertrophies from weight lifting and is constantly changing in response to daily exercise. In this course we will explore the effects of exercise on ourselves. With the aid of various microscopes, we will examine different muscle cell types. We will carry out biochemical analyses of metabolites such as glucose and lactate, and enzymes such as creatine kinase and lactate dehydrogenase, to elucidate changes due to exercise. We will also explore some physiological and molecular alterations that help our bodies compensate for new exercise patterns. Enrollment limited to 15. **{N}**

Stylianos Scordilis

Offered Fall 2011

Island Biology (W, Q, R)

Islands represent hospitable environments surrounded by areas that challenge living organisms. Using islands as the context, we will explore several topics in basic biology including evolution, genes and gene flow, reproduction, physiology, biogeochemical cycles of nutrients and energy and ecology. Three island contexts will be covered: classical oceanic islands (the Hawaiian archipelago), islands of specific environments (fragmented landscapes) and islands in outer space (space stations and spaceships). Class time will be spent on a combination of discussion, lecture, activities and short field trips. **{N}**

Carolyn Wetzel

Offered Fall 2011

The Biology and Policy of Breast Cancer (W, Q, R)

This colloquium examines the genetic and environmental causes of cancer, focusing on the molecular biology and epidemiology of this suite of diseases. We will pay particular attention to the health and policy implications of recent discoveries concerning the genetic causes of predisposition to breast cancer. We will also examine the social and political context of this illness, and the ways in that context shapes our understanding of this disease. **{N}** **W**

Robert Dorit

Offered Fall 2011

Conservation Biology (W, Q, R)

Conservation biology integrates ecological, genetic and evolutionary knowledge to address the global crisis of biodiversity loss and environmental degradation. Topics include threats to biodiversity, the value of biodiversity, and how populations, communities and ecosystems can be managed sustainably. **{N}**

L. David Smith

Offered Spring 2012

120 Horticulture: Landscape Plants and Issues

Identification, culture and use of ornamental landscape plants including annuals, perennials, shrubs, trees and plants for interior design. Topics include introduction to landscape maintenance and design, garden history and current issues such as invasive species and wetland restoration. Course requirements include class presentations and papers. Laboratory (BIO 121) must be taken concurrently. Enrollment limited to 30. **{N}** 3 credits

Michael Marcotrigiano

Offered Fall 2010

121 Horticulture: Landscape Plants and Issues**Laboratory**

Identification, morphology and use of landscape plants including annuals, perennials, woody shrubs and trees, evergreens and groundcovers. Topics include horticultural practices including pruning, division, pollination, bulb planting, plant identification and landscape design. Field trips are an important component of the course. Course requirements include a design project and field guide. BIO 120 must be taken concurrently. Enrollment limited to 15 per section. **{N}** 1 credit

Gabrielle Immerman

Offered Fall 2010

122 Horticulture

An overview of horticulture with background material on plant structure and function. Methods for growing plants, plant nutrition, seed biology, asexual propagation, plant pests and diseases, soils, compost and an introduction to biotechnology. Laboratory (BIO 123) must be taken concurrently. Enrollment limited to 30. **{N}** 3 credits.

Michael Marcotrigiano

Offered Spring 2011

123 Horticulture Laboratory

Practical lab experiences in plant propagation, development and physiology, identification and nomenclature

of plant parts, identification and treatment of diseases and insect pests, soils, seeds and floral design. The course involves use of the Lyman Conservatory plant collection, field trips and winter/spring observation of outdoor plants. BIO 122 must be taken concurrently. Enrollment limited to 15 per section. **{N}** 1 credit

Gabrielle Immerman

Offered Spring 2011

Core Courses

Required of all biological sciences majors

BIO 150, 152 and 154 are all required for the Biological Sciences major, and may be taken in any order.

150 Cells, Physiology and Development

Students in this course will investigate the structure, function and physiology of cells, the properties of biological molecules, information transfer from the level of DNA to cell-cell communication, and cellular energy generation and transfer. The development of multicellular organisms and the physiology of selected organ systems will also be explored. Laboratory (BIO 151) is recommended but not required. **{N}** 4 credits

Christine White-Ziegler, Michael Barresi

Offered Fall 2010, Spring 2011

151 Cells, Physiology and Development Laboratory

Laboratory sessions in this course will combine observational and experimental protocols. Students will examine cellular molecules, monitor enzymatic reactions, photosynthesis and respiration to study cellular function. Students will also examine embryology and the process of differentiation, the structure and function of plant systems, and the physiology of certain animal systems. Prerequisite: BIO 150, (normally taken concurrently). **{N}** 1 credit

Esteban Monserrate, Lou Ann Bierwert

Offered Fall 2010, Spring 2011

152 Genetics, Evolution and Molecular Biosciences

Students in this course will achieve a basic knowledge of genetics, genomics and evolution. Principles to be covered include RNA world, Central Dogma, prokaryotic genetics and genomics, molecular techniques, eukaryotic cell cycle, eukaryotic genomics, transmission genetics, population genetics. These principles will be illustrated using four central themes: 1) HIV and AIDS; 2) The making of a fly; 3) A matter of taste;

4) Origin of Species. In addition to attending lectures, each student will participate in discussion sections that will focus on reading primary literature and mastering genetics problems. Laboratory (BIO 153) is recommended but not required. **{N}** 4 credits

Robert Merritt, Steven Williams, Rob Dorit

Offered Fall 2010, Spring 2011

153 Genetics, Evolution and Molecular Biosciences Laboratory

Laboratory sessions in this course will combine experiments in genetics and genomics with exposure to basic techniques in molecular biology. Laboratories will include computer simulations, PCR, cloning, karyotyping. Prerequisite: BIO 152 (normally taken concurrently). **{N}** 1 credit

Robert B. Merritt, Lori Saunders

Offered Fall 2010, Spring 2011

154 Biodiversity, Ecology and Conservation

Students in this course will investigate the origin, nature and importance of the diversity of life on Earth; key ecological processes and interactions that create and maintain communities and ecosystems; principle threats to the biodiversity; and emerging conservation strategies to protect the elements and processes upon which we depend. Throughout the semester, we will emphasize the relevance of diversity and ecological studies in conservation. Assessment is based on a combination of quizzes, exams and discussions. Laboratory (BIO 155) is recommended but not required. **{N}** 4 credits

Jesse Bellemare, L. David Smith, Stephen Tilley

Offered Fall 2010, Spring 2011

155 Biodiversity, Ecology and Conservation Laboratory

Laboratory sessions in this course will combine observational and experimental protocols both in the lab and in the field. Students will gain familiarity with the diverse lineages of life, and will design and conduct research to address specific hypotheses about a subset of lineages. There will also be field trips to local sites where students will engage in observations of organisms in their natural habitats and in experimental exploration of ecological interactions. Prerequisite: BIO 154 (normally taken concurrently). **{N}** 1 credit

Lori Saunders

Offered Fall 2010, Spring 2011

200 Animal Physiology

Functions of animals, including humans, required for survival (movement, respiration, circulation, etc.);

neural and hormonal regulation of these functions; and the adjustments made to challenges presented by specific environments. Prerequisites: BIO 150/151 and CHM 111 or CHM 118. Laboratory (BIO 201) is optional but strongly recommended. **{N}** 4 credits

Richard Briggs

Offered Fall 2010

201 Animal Physiology Laboratory

Experiments will demonstrate concepts presented in BIO 200 and illustrate techniques and data analysis used in the study of physiology. BIO 200 must be taken concurrently. **{N}** 1 credit

Richard Briggs

Offered Fall 2010

202 Cell Biology

The structure and function of eukaryotic cells. This course will examine contemporary topics in cellular biology: cellular structures, organelle function, membrane and endomembrane systems, cellular regulation, signaling mechanisms, motility, bioelectricity, communication and cellular energetics. This course is a prerequisite for Biochemistry I (BCH 252). Prerequisites: BIO 150/151 and CHM 222. Laboratory (BIO 203) is recommended but not required. **{N}** 4 credits

Stylianios Scordilis

Offered Fall 2010

203 Cell Biology Laboratory

Inquiry-based laboratory using techniques such as spectrophotometry, enzyme kinetics, bright field and fluorescence light microscopy and scanning electron microscopy. There will be an emphasis on student-designed projects. This course is a prerequisite for Biochemistry I Laboratory (BCH 253). Prerequisite: BIO 202, (should be taken concurrently). **{N}** 1 credit

Graham Kent, Judith Wopereis

Offered Fall 2010

204 Microbiology

This course examines bacterial morphology, growth, biochemistry, genetics and methods of controlling bacterial activities. Emphasis is on bacterial physiology and the role of the prokaryotes in their natural habitats. The course also covers viral life cycles and diseases caused by viruses. Prerequisites: BIO 150 and CHM 111 or equivalent advanced placement courses. Laboratory (BIO 205) must be taken concurrently. **{N}** 3 credits

Christine White-Ziegler

Offered Spring 2011

205 Microbiology Laboratory

Experiments in this course explore the morphology, physiology, biochemistry and genetics of bacteria using a variety of bacterial genera. Methods of aseptic technique; isolation, identification and growth of bacteria are learned. An individual project is completed at the end of the term. BIO 204 must be taken concurrently.

{N} 2 credits

Esteban Monserrate

Offered Spring 2011

230 Genomes and Genetic Analysis

An exploration of genes and genomes that highlights the connections between molecular biology, genetics, cell biology and evolution. Topics will include DNA and RNA and protein structure and function, gene organization, mechanisms and control of gene expression, origins and evolution of molecular mechanisms and gene networks. The course will also deal with the principal experimental and computational tools that have advanced relevant fields, and will introduce students to the rapidly expanding databases at the core of contemporary biology. Relying heavily on primary literature, we will explore selected topics including the molecular biology of infectious diseases, genetic underpinnings of development, the comparative analysis of whole genomes and the origin and evolution of genome structure and content. Prerequisites: BIO 110 or 152. Laboratory (BIO 231) is recommended but not required. {N} 4 credits

Steven Williams and Robert Merritt

Offered Spring 2011

231 Genomes and Genetic Analysis Laboratory

A laboratory designed to complement the lecture material in 230. Laboratory and computer projects will investigate methods in molecular biology including recombinant DNA, gene cloning and DNA sequencing as well as contemporary bioinformatics, data mining and the display and analysis of complex genome databases. Prerequisite: BIO 230 (should be taken concurrently). {N} 1 credit

Lori Saunders

Offered Spring 2011

232 Evolutionary Biology

The processes of organic evolution are central to understanding the attributes and diversity of living things. This course deals with the mechanisms underlying change through time in the genetic structures of

populations, the nature of adaptation, the formation of species and methods of inferring evolutionary relationships. Prerequisite: BIO 152 and a course in statistics or permission of the instructor. {N} 4 credits

Laura A. Katz

Offered Fall 2011

234 Human Genetics

This course explores central concepts in transmission, molecular and population genetics. Topics covered will include nuclear and cytoplasmic inheritance; gene structure, DNA replication and gene expression; recombination, mutation and repair; manipulation and analysis of nucleic acids; dynamics of genes in populations, mutation, natural selection and inbreeding. Discussion sections will focus on analysis of complex problems in inheritance, molecular biology and the genetic structure of populations. Prerequisites: BIO 110 or 152.

Laboratory (BIO 231) is recommended for Spring semester but not required. {N} 4 credits

Robert Merritt

Offered Fall 2012

260 Invertebrate Diversity

Invertebrate animals account for the vast majority of species on earth. Although sometimes inconspicuous, invertebrates are vital members of ecological communities. They provide protein, important ecosystem services, biomedical and biotechnological products and aesthetic value to humans. Today, many invertebrate populations are threatened by human activities. To protect and manage invertebrate diversity, we must understand its nature and scope. This course is designed to survey the extraordinary diversity of invertebrates, emphasizing their form and function in ecological and evolutionary contexts. BIO 261 must be taken concurrently. One required weekend field trip to the New England coast. {N} 4 credits

L. David Smith

Offered Fall 2010

261 Invertebrate Diversity Laboratory

Examination of a wide variety of live invertebrates with emphasis on the relationship between form and function. Observations on aspects of invertebrate structure, locomotion, feeding and other behaviors. BIO 260 must be taken concurrently. One required weekend field trip to the New England coast. {N} 1 credits

L. David Smith

Offered Fall 2010

262 Plant Biology

Plants are a significant presence on the planet and contribute to our biological existence as well as our enjoyment of life. This course is an exploration of the diversity and evolution of plants, including comparative morphology, reproduction, physiology and development. Plants will be examined at the cell, organismal and community levels. Laboratory (BIO 263) is strongly recommended but not required. **{N}** 4 credits

Carolyn Wetzel

Offered Fall 2010

263 Plant Biology Laboratory

Labs will focus on hands-on examination of plant anatomy, morphology, development and diversity using living and preserved plants. We will emphasize some of the amazing plant structure/function relationships, life cycles, interactions with the environment (abiotic and biotic). There will be several field trips and one group service learning project. Prerequisite: BIO 262 (should be taken concurrently). **{N}** 1 credit

Carolyn Wetzel

Offered Fall 2010

264 Plant Evolution and Systematics

Classical and modern approaches to the taxonomy of higher plants, with emphasis on evolutionary trends and processes and principles of classification. Laboratory (BIO 265) must be taken concurrently. **{N}** 3 credits

Jesse Bellemare

Offered Spring 2012

265 Plant Evolution and Systematics Laboratory

Field and laboratory studies of the identification and classification of higher plants, with emphasis on the New England flora. BIO 264 must be taken concurrently. **{N}** 1 credit

Jesse Bellemare

Offered Spring 2012

266 Principles of Ecology

Theories and principles pertaining to population growth and regulation, interspecific competition, predation, the nature and organization of communities and the dynamics of ecosystems. Prerequisites: BIO 154 and a course in statistics or permission of the instructor. Laboratory (BIO 267) recommended but not required. A weekend field trip will be included. **{N}** 4 credits

Stephen Tilley

Offered Fall 2010

267 Principles of Ecology Laboratory

Introduction to ecological communities of southern New England, and to the investigation of ecological problems via field work and statistical analysis. Prerequisite: BIO 266 (normally taken concurrently). **{N}** 1 credit

Stephen Tilley

Offered Fall 2010

268 Marine Ecology

The oceans cover over 75 percent of the Earth and are home to enormous biodiversity. Marine Ecology explores a variety of coastal and oceanic systems, focusing on natural and human-induced factors that affect biodiversity and the ecological balance in marine habitats. Using case studies, we will study some successful conservation and management strategies, including Marine Protected Areas. This course uses a variety of readings, group activities and short writing assignments to develop vital skills such as effective oral, graphical and written communication; critical thinking; and problem solving. Prerequisite: any introductory biology course or GEO 108 or permission of the instructor. Enrollment limited to 20. Laboratory (BIO 269) must be taken concurrently and includes two field trips. **{N}** 3 credits

Paulette Peckol

Offered Fall 2010

269 Marine Ecology Laboratory

The laboratory applies concepts discussed in lecture, and uses several small-group projects in the field and laboratory to develop relevant skills for conducting marine-related research. Students will learn to design and analyze experiments, and to write in the scientific style. Field trips to Maine and Cape Cod, MA, provide hands-on experience with marine organisms in their natural habitats. Prerequisite: BIO 268, which must be taken concurrently. **{N}** 2 credits

Paulette Peckol

Offered Fall 2010

272 Vertebrate Biology

A review of the evolutionary origins, adaptations and trends in the biology of vertebrates. Laboratory (BIO 273) is recommended but not required. **{N}** 4 credits

Virginia Hayssen

Offered Spring 2011

273 Vertebrate Biology Laboratory

A largely anatomical exploration of the evolutionary origins, adaptations and trends in the biology of vertebrates. Enrollment limited to 20 students. BIO 272 is normally taken with or prior to BIO 273. **[N]** 1 credit
Virginia Hayssen

Offered Spring 2011

300 Neurophysiology

The function of nervous systems. Topics include electrical signals in neurons, synapses, the neural basis of form and color perception, and the generation of behavioral patterns. Prerequisites: BIO 200 or 202. Laboratory (BIO 301) must be taken concurrently. **[N]** 4 credits

Richard Olivo

Offered Spring 2011

301 Neurophysiology Laboratory

Electrophysiological recording of signals from neurons, including an independent project in the second half of the semester. BIO 300 must be taken concurrently. **[N]** 1 credit

Richard Olivo

Offered Spring 2011

302 Developmental Biology

The field of developmental biology tries to address the age-old question of how a single cell can give rise to the complexity and diversity of cells and forms that make us the way we are. Developmental biology spans all disciplines from cell biology and genetics to ecology and evolution. Therefore, this course should appeal to a wide range of student interests and serve as a chance to unify many of the principles discussed in other courses. Observations of the remarkable phenomena that occur during embryonic development will be presented in concert with the experiments underlying our current knowledge. In order to fully engage students with the research being presented in class, we will Web conference with the prominent developmental biologists that produced the research we are covering. Prerequisites: All three core courses are suggested, at least BIO 150 and BIO 152 are required. An upper-level course in cell biology (BIO 202 or 206) or genetics (BIO 230) is required. **[N]** 4 credits

Michael Barresi

Offered Fall 2010

303 Developmental Biology Laboratory

Students will design and carry out their own experiments focused on neural and muscle development using zebrafish as a model system. Techniques covered will be embryology, indirect immunocytochemistry, in situ hybridization, microinjection of RNA for gain or loss of function studies, pharmacological analysis, GFP-transgenics, an array of microscopy techniques. This laboratory is designed as a true research experience and thus will require time outside of the normally scheduled lab period. Your data will be constructed into a poster that will be presented at Smith and may be presented at an undergraduate developmental biology conference with participating local colleges and universities. Prerequisite: BIO 302 (must be taken concurrently). Enrollment limited to 12. **[N]** 1 credit

Michael Barresi

Offered Fall 2010

304 Histology

A study of the microscopic anatomy of animal tissues, including their cellular and extracellular specializations and how these tissues are arranged into organs, is central to this course, along with exploring how each tissue contributes its own function to the overall coordinated functions of the organ or organ system. The course provides a foundation for understanding the integration of structure and function (and occasionally dysfunction) on many levels and develops connections to several other disciplines, including diverse microscopes, cell biology, biochemistry, anatomy and physiology. Prerequisite: BIO 202 or 206. Laboratory (BIO 305) is strongly recommended but not required. **[N]** 4 credits

Richard Briggs

Offered Spring 2012

305 Histology Laboratory

This lab provides an introduction to microtechnique, the preparation of tissues and organs for light microscopic examination; this includes fixation, embedding and sectioning, and various staining techniques for bright field, fluorescence and confocal microscopy, as well as cytochemistry, immunocytochemistry and digital photomicrography. (Student work culminates in the generation of a portfolio to be published on the course Web page.) Lab also includes the study of cell, tissue and organ morphology through examination of prepared material. Minimum enrollment: 6 students.

Prerequisite: BIO 304 (should be taken concurrently).

{N} 1 credit

Richard Briggs

Offered Spring 2012

306 Immunology

An introduction to the immune system covering the molecular, cellular and genetic bases of immunity to infectious agents. Special topics include immunodeficiencies, transplantation, allergies, immunopathology and immunotherapies. Prerequisite: BIO 202. Recommended: BIO 152 or 230 and/or BIO 204. Laboratory (BIO 307) is recommended but not required. **{N}** 4 credits

Christine White-Ziegler

Offered Fall 2010

307 Immunology Laboratory

This course focuses on the use of immunological techniques in clinical diagnosis and as research tools. Experimental exercises include immune cell population analysis, immunofluorescence, Western blotting, ELISA and agglutination reactions. An independent project is completed at the end of the term. Prerequisite: BIO 306 (may be taken concurrently). Enrollment limited to 16 students. **{N}** 1 credit

Members of the department

Offered Fall 2010

308 Introduction to Biological Microscopy

This course will focus on theory, principles and techniques of light (fluorescence, confocal, DIC) microscopy and scanning and transmission electron microscopy in biology, including basic optics, instrument design and operational parameters. Associated equipment and techniques for specimen preparation and image recording will also be considered, along with discussions of elucidating biological structure/function relationships. Prerequisite: BIO 202. Laboratory (BIO 309) must be taken concurrently. Enrollment limited to 6. **{N}** 3 credits

Richard Briggs

Offered Spring 2011

309 Introduction to Biological Microscopy Laboratory

The laboratory includes practical techniques for light (fluorescence, confocal, DIC) microscope operation and a more thorough introduction to the scanning and transmission electron microscopes. Selected techniques of biological specimen preparation (fixation, embedding, sectioning and staining) for the different microscopes, as well as associated data recording

processes, will also be emphasized. In addition to the formal laboratory period, students will need to arrange blocks of time to practice the techniques and work on self-designed investigations. BIO 308 must be taken concurrently. **{N}** 2 credits

Richard Briggs, Judith Wopereis

Offered Spring 2011

310 Cellular and Molecular Neuroscience

Molecular-level structure-function relationships in the nervous system. Topics include development of neurons, neuron-specific gene expression, mechanisms of neuronal plasticity in learning and memory, synaptic release, molecular biology of neurological disorders and molecular neuropharmacology. Prerequisites: BIO 202 or BIO 230 or permission of the instructor. Enrollment limited to 20. **{N}** 4 credits

Adam Hall

Offered Fall 2010

311 Cellular and Molecular Neuroscience Laboratory

This laboratory initially uses tissue culture techniques to study the development of primary neurons in culture (e.g. extension of neurites and growth cones). This is followed by an introduction to DNA microarray technology for studying gene expression in the brain. The rest of the laboratory uses the *Xenopus* oocyte expression system to study molecular structure-function. Oocytes (frog eggs) are injected with DNA encoding for a variety of ion channels. The second half of the semester involves a lab project using the expression system to investigate channel characteristics or pharmacology. BIO 310 must be taken concurrently. Enrollment limited to 20 **{N}** 1 credit

Adam Hall

Offered Fall 2010

312 Plant Physiology

Plants as members of our ecosystem; water economy; photosynthesis and metabolism; growth and development as influenced by external and internal factors, survey of some pertinent basic and applied research. Prerequisites: BIO 150 and CHM 111 or CHM 118. **{N}** 4 credits

Carolyn Wetzel

Offered Spring 2011

313 Plant Physiology Laboratory

Processes that are studied include plant molecular biology, photosynthesis, growth, uptake of nutrients, water

balance and transport and the effects of hormones.
Prerequisite: BIO 312 (should be taken concurrently).

[N] 1 credit

Carolyn Wetzel

Offered Spring 2011

320 Colloquium on Molecular Medicine

A study of cells and their diseased states in humans. The cellular, molecular, metabolic and physiological bases of selected diseases will be analyzed. Topics will include gross and cellular pathology, inflammation, metabolic, musculoskeletal and neurological disorders, as well as the clinical symptomology and therapeutic possibilities. Several topics will be given by pathologists at Baystate Medical Center. Prerequisite: BIO 202. **[N]** 4 credits

Stylianios Scordilis

Offered Fall 2010

321 Seminar: Topics in Microbiology

Topic: Molecular Pathogenesis of Emerging Infectious Diseases. This course will examine the impact of infectious diseases on our society. New pathogens have recently been identified, while existing pathogens have warranted increased investigation for multiple reasons, including as causative agents of chronic disease and cancer and as agents of bioterrorism. Specific emphasis on the molecular basis of virulence in a variety of organisms will be addressed along with the diseases they cause and the public health measures taken to address these pathogens. Prerequisites BIO 202 or BIO 204. Recommended: BIO 306. **[N]** 3 credits

Christine White-Ziegler

Offered Spring 2011

322 Seminar: Topics in Cell Biology

Topic: Cancer: Cells Out of Control. Known since the ancient Egyptians, cancers may be considered a set of normal cellular processes gone awry in various cell types. This seminar will consider chemical and radiation carcinogenesis, oncogenesis, growth factor signaling pathways and the role of hormones in cancers, as well as the pathologies of the diseases. Prerequisites: BIO 202 and BIO 203. **[N]** 3 credits

Stylianios Scordilis

Offered Spring 2011

323 Seminar: Topics in Developmental Biology

Topic: Stem Cells and Their Amazing "Potential."

Whether at dinner tables, in the halls of congress and churches, or at a patient's bedside, the promise of stem

cells is highly debated. This course will explore all aspects of stem cells from a detailed cellular, genetic and molecular description to discussions of the ethical concerns. We will investigate the differences between embryonic versus adult stem cells and their related potential to the development of different cell types and their role in development, disease, trauma and cancer. Course material will mainly be derived from primary research literature that we will use as the springboard to hold video conference discussions with the actual researchers who conducted the work. The main assessments are the submission of questions for these video conferences, and the composition of a movie documentary on the current state of stem cells. This is a fantastic experience that will force you to interact with the material and more experts in the field in completely novel ways. It will require significant out of class work. A letter of intent should be emailed at time of registration. Prerequisites: BIO 150, 152, and at least one upper-level course in the area of cells, physiology and development. May not be repeated for credit. Enrollment limited to 12. **[N]** 4 credits

Michael J. Barresi

Offered Spring 2011

332 Molecular Biology of Eukaryotes

Advanced molecular biology of eukaryotes and their viruses. Topics will include genomics, bioinformatics, eukaryotic gene organization, regulation of gene expression, RNA processing, retroviruses, transposable elements, gene rearrangement, methods for studying human genes and genetic diseases, molecular biology of infectious diseases, genome projects and whole genome analysis. Reading assignments will be from a textbook and the primary literature. Each student will present an in-class presentation and write a paper on a topic selected in consultation with the instructor. Enrollment limited to 16. Prerequisite: BIO 230. Laboratory (BIO 333) is recommended but not required. **[N]** 4 credits

Steven A. Williams

Offered Fall 2010

333 Molecular Biology of Eukaryotes Laboratory

A laboratory course designed to complement the lecture material in 332. Advanced techniques used to study the molecular biology of eukaryotes will be learned in the context of a semester-long project. These methods will include techniques for studying genomics and gene expression including: RNA interference, DNA sequence analysis, microarray analysis, RT-PCR, bioinformatics

and others. Enrollment limited to 16. Prerequisite: BIO 332 (should be taken concurrently) and BIO 231. **{N}** 1 credit

Lori Saunders

Offered Fall 2010

334 Bioinformatics and Comparative Molecular Biology

This course will focus on methods and approaches in the emerging fields of bioinformatics and molecular evolution. Topics will include the quantitative examination of genetic variation; selective and stochastic forces; shaping proteins and catalytic RNA; data mining; comparative analysis of whole genome data sets; comparative genomics and bioinformatics; and hypothesis testing in computational biology. We will explore the role of bioinformatics and comparative methods in the fields of molecular medicine, drug design and in systematic, conservation and population biology. Prerequisite: BIO 152, or BIO 230, or BIO 232 or permission of the instructor. Laboratory (BIO 335) is strongly recommended but not required. **{N}** 3 credits

Robert Dorit

Offered Spring 2011

335 Bioinformatics and Comparative Molecular Biology Laboratory

This lab will introduce the computational and quantitative tools underlying contemporary bioinformatics. We will explore the various approaches to phylogenetic reconstruction using molecular data, methods of data mining in genome databases, comparative genomics, structure-function modeling and the use of molecular data to reconstruct population and evolutionary history. Students will be encouraged to explore datasets of particular interest to them. Prerequisite: BIO 334 (normally taken concurrently) or permission of the instructor. Enrollment limited to 14. **{N}** 2 credits

Robert Dorit

Offered Spring 2011

350 Topics in Molecular Biology

Application of New Molecular Technologies to the Study of Infectious Disease

The focus of this seminar will be on the study of newly emerging infectious diseases that are of great concern in the public health community. The bird flu (H5N1) is currently causing the greatest apprehension, however, the spread of diseases such as SARS, Ebola, Dengue Fever, West Nile, malaria and many others is also a

worrisome trend. What can we learn from the great pandemics of the past (the great influenza of 1918, the Black Death of the Middle Ages, the typhus epidemic of 1914–21 and others?) How can modern biotechnology be applied to the development of new drugs and vaccines to prevent such pandemics in the future?

In addition to natural infections, we now must also be concerned with rare diseases such as anthrax and smallpox that may be introduced to large populations by bioterrorism. The challenges are great, but new tools of molecular biology (genomics, proteomics, RNA interference, microarrays and others) provide unprecedented opportunity to understand infectious diseases and to develop new strategies for their elimination. **{N}** 3 credits

Steven A. Williams

Offered Fall 2011

Genetic Recombination and Repair

Cells have an amazing ability to repair damage to their DNA and, in meiosis, to reshuffle genetic information between homologous chromosomes. This seminar will focus on the molecular biology of (a) crossing over between homologs to produce reciprocal recombinants, (b) gene conversion to produce nonreciprocal recombinants, c) repair of environmental damage to DNA and errors in replication and (d) the relationship between these phenomena. The role of unequal crossing over in gene duplication, evolution and human disease will also be emphasized. Prerequisite: BIO 152 or permission of the instructor. **{N}** 3 credits

Robert Merritt

Offered Spring 2011

351 Topics in Evolutionary Biology

Antibiotics and Antibiotic Resistance

This seminar will focus on a) The molecular biology of antibiotics; b) the role of antibiotics and antimicrobials in microbial ecosystems; c) the history and future of antibiotic design and use and d) the evolution, mechanisms and medical implications of emerging antibiotic resistance. The course will rely on primary literature in various fields and will take an explicitly multidisciplinary approach (molecular and evolutionary biology, genetics, ecology, epidemiology and biochemistry) as we address this critical public health threat. Prerequisite: BIO 152 or permission of the instructor. **{N}** 3 credits

Robert Dorit

Offered Fall 2010

362 Animal Behavior

Examination of the many approaches to the study of animal behavior. Topics include history of the field, physiological bases of behavior, and behavioral ecology and evolution. Prerequisite: one of the following: BIO 260, 272, 363, a statistics course or permission of the instructor. **{N}** 3 credits

Virginia Hayssen

Offered Fall 2011

363 Animal Behavior: Methods

Research design and methodology for field and laboratory studies of animal behavior. Prerequisite, one of the following: BIO 260, 272, 362, a statistics course or permission of the instructor. Enrollment limited to 15 students. **{N}** 3 credits

Virginia Hayssen

Offered Fall 2010

364 Plant Ecology

This course surveys the environmental factors, historical processes, and ecological interactions that determine the distribution and abundance of plant species in the landscape. The class will examine how plant communities are assembled and what processes drive their structure. We will focus in particular on plant communities of the Northeast, using examples from the landscape around Western Massachusetts to investigate key ecological concepts in the field and to provide students with hands-on experience in research techniques. Prerequisite: a course in plant biology, ecology or environmental science or permission of the instructor. Laboratory (BIO 365) must be taken concurrently. **{N}** 4 credits

Jesse Bellemare

Offered Fall 2010

365 Plant Ecology Laboratory

This course involves field and laboratory investigations of plant ecology, with emphasis on Northeastern plant species and plant communities. The class will visit bogs, floodplain forests, glacial outwash sandplains, old growth forests and agricultural sites around Western Massachusetts. Students will learn to use descriptive and experimental research approaches to document the processes that drive ecological patterns in plant communities. BIO 364 must be taken concurrently. **{N}** 1 credit

Jesse Bellemare

Offered Fall 2010

366 Biogeography

A study of major patterns of distribution of life and of the environmental and geological factors underlying these patterns. The role of phenomena such as sea level fluctuations, plate tectonics, oceanic currents, biological invasions, and climate change in determining past, present, and future global patterns of biodiversity will be considered. Fundamental differences between terrestrial and marine biogeography will be highlighted. Prerequisite: a course in ecology, evolution or organismal biology or permission of the instructor. **{N}** 4 credits

Paulette Peckol

Offered Spring 2011

370 Microbial Diversity

This course focuses on the origin and diversification of microorganisms, with emphasis on eukaryotic cells (cells with nuclei). The first weeks of lecture will cover the basics of evolutionary analyses, and the origin and diversification of prokaryotic microbes. From there, we will focus on the diversification of microbial eukaryotes, with specific lectures on topics such as microbes and AIDS, and the origins of plants, animals and fungi. Evaluation is based on a combination of tests, discussions and a research paper on a topic chosen by each student. Prerequisite: BIO 152 or 154. Laboratory (BIO 371) is recommended but not required. **{N}** 4 credits

Laura Katz

Offered Spring 2012

371 Microbial Diversity Laboratory

The laboratory assignments allow students to observe microorganisms from diverse habitats. Students use microscopy and molecular techniques for experimentation with these organisms. Emphasis is on completion of an independent project. A one-day field trip is scheduled. BIO 370 must be taken concurrently. **{N}** 1 credit

Judith Wopereis

Offered Spring 2012

390 Seminar: Topics in Environmental Biology

Topic: Ecology of Coral Reefs—Past, Present and Future. Coral reefs occupy a relatively small portion of the earth's surface, but their importance to the marine ecosystem is great. This seminar will examine coral reefs in terms of their geologic importance, both past and present and their ecological interactions. Emphasis will be placed on the status of modern coral reefs worldwide, with a focus on effects of environmental and anthropogenic disturbances (e.g., sedimentation,

eutrophication, overfishing). Prerequisite: permission of the instructor. **(N)** 3 credits

Paulette Peckol

Offered Spring 2011

Independent Research

400 Special Studies

Independent investigation in the biological sciences.

Variable credit (1 to 5) as assigned

Offered both semesters each year

Honors

Director: To be announced

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

430d Honors Project

8 credits

Full-year course; Offered each year

431 Honors Project

8 credits

Offered Fall 2010

432d Honors Project

12 credits

Full-year course; Offered each year

The Major

The major in biological sciences provides a strong basis for understanding the breadth of disciplines in biology while also enabling depth of study in one or more specialized fields. Within this general framework, students construct a course program that matches their interests by choosing among five tracks

Track 1: **Integrative Biology**

Track 2: **Cells, Physiology and Development**

Track 3: **Genetics, Evolution and Molecular Biosciences**

Track 4: **Biodiversity, Ecology and Conservation**

Track 5: **Biology and Education**

In their first semesters, students are encouraged to enroll in one of the introductory courses (BIO 100–149) and/or an appropriate core course (BIO 150–155) as well as chemistry (CHM 111 or 118).

Basic Requirements for Tracks 1–4:

12 courses are required. These include:

Core Courses:

BIO 150: Cells, Physiology and Development

BIO 152: Genetics, Evolution and Molecular Biosciences

BIO 154: Biodiversity, Ecology and Conservation

CHM 111 or 118 and a course in statistics (MTH 245 recommended)

Five upper-level courses as specified for each track, at least two at the 300-level.

Two electives chosen in consultation with the student's adviser. One 100-level Biology course (100–149) can be counted as an elective.

Five laboratory courses: two from core courses (BIO 151, 153 or 155) and at least 1 at the 300-level. One-credit or two-credit laboratories do not count as separate courses toward the minimum 12 required courses

Independent research is strongly encouraged but not required for the major. Up to two semesters of Special Studies (400) or Honors research (430, 431 or 432) may be counted toward the major.

Note: If a student has an AP score of 4 or 5 in Biology, she can apply 4 credits toward completion of the major by opting out of a single core course; however she must take an upper level course in that track.

Track 1: Integrative Biology

The full course listing for the Biological Sciences department is available for this track. Students are required to complete a second course at the 200- or 300-level in each of the tracks 2–4. Courses that are cross-listed in different tracks can only be counted towards one track.

Track 2: Cells, Physiology and Development

Students choose a minimum of five 200- or 300-level courses and three laboratories from the following list.

200 level: BIO 200 (Animal Physiology), BIO 202 (Cell Biology), BIO 204 (Microbiology), BIO 230 (Genomes and Genetic Analysis), BIO 232 (Evolutionary Biology), BIO 234 (Human Genetics), BCH 252 (Biochemistry I)

300 level: BIO 300 (Neurophysiology), BIO 302 (Developmental Biology), BIO 304 (Histology), BIO 306 (Immunology), BIO 308 (Introduction to Biological Microscopy), BIO 310 (Cell and Molecular Neuroscience), BIO 312 (Plant Physiology), BIO 320 (Colloquium on Molecular Medicine), BIO 321 (Topics in Microbiology), BIO 322 (Topics in Cell Biology), BIO 323 (Topics in Developmental Biology)

Track 3: Genetics, Evolution and Molecular Biosciences

Students choose a minimum of five 200- or 300-level courses and three laboratories from the following list.

200 level: BIO 230 (Genomes and Genetic Analysis), BIO 232 (Evolutionary Biology), BIO 324 (Human Genetics), BIO 264 (Plant Evolution and Systematics), BCH 252 (Biochemistry I), GEO 231 (Invertebrate Paleontology and Paleocology)

300 level: BIO 302 (Developmental Biology), BIO 306 (Immunology), BIO 310 (Cell and Molecular Neuroscience), BIO 321 (Topics in Microbiology), BIO 330 (Behavior Genetics), BIO 322 (Molecular Biology of Eukaryotes), BIO 334 (Bioinformatics and Comparative Molecular Biology), BIO 350 (Topics in Molecular Biology), BIO 351 (Topics in Evolutionary Biology), BIO 366 (Biogeography), BIO 370 (Microbial Diversity)

Track 4: Biodiversity, Ecology and Conservation

Students choose a minimum of five 200- or 300-level courses and three laboratories from the following list.

200 level: BIO 232 (Evolutionary Biology), BIO 260 (Invertebrate Diversity), BIO 262 (Plant Biology), BIO 264 (Plant Evolution and Systematics), BIO 266 (Prin-

ciples of Ecology), BIO 268 (Marine Ecology), BIO 272 (Vertebrate Biology), GEO 231 (Invertebrate Paleontology and Paleocology)

300 level: BIO 302 (Developmental Biology), BIO 362 (Animal Behavior), BIO 363 (Animal Behavior Methods), BIO 364 (Plant Ecology), BIO 366 (Biogeography), BIO 370 (Microbial Diversity), BIO 390 (Topics in Environmental Biology) EGR 315 (Ecology)

Track 5: Biology and Education.

Graduates receive a degree in biological sciences and complete requirements for a Massachusetts Teaching License for High School and Middle School Biology. To meet the requirements of teaching certification and maintain a rigorous standard for a biological sciences major, this track will require a total of 13 courses instead of the 12 required for the other tracks. This track is designed for the student who plans to become a secondary education teacher in Biology. A course in statistics is highly recommended but not required. Students interested in this track should contact Andy Wood, the coordinator of teacher education as soon as possible.

A minimum of seven courses and four labs that count toward biological sciences are required including:

All three core courses (BIO 150, 152, 154).

Three additional courses, one each from tracks 2, 3 and 4 and at least one at the 300-level.

Four laboratories: two affiliated with the core courses and at least one lab at the 300-level.

Chemistry 111 or 118.

A total of six education-related courses are required for license in the teaching of biology (5th–8th grades or 8th–12th grades):

Each of the following courses are required: EDC 238 (Educational Psychology), EDC 346 (Clinical Internship in Teaching), EDC 347 (Individual Differences Among Learners) and EDC 352 (Methods of Instruction)—Student Teaching Senior year, EGR 390 (Colloq: Teaching Science, Engineering and Technology)

Either EDC 232 (The American Middle School and High School) or EDC 342 (Growing Up American).

Adviser for Study Abroad: Paulette Peckol

The Minor

Advisers: Members of the department also serve as advisers for the minor.

The requirements for the minor in biological sciences comprise 24 credits chosen in consultation with an adviser. These courses usually include at least one core course and must include one 300-level course. No more than one course designed primarily for non-majors may be included. One course from another department or program may be included provided that course is related to a student's particular interest in biology and is chosen in consultation with her adviser.

Biochemistry

See pp. 112–18

Environmental Science and Policy

See pp. 223–228

Marine Sciences

See pp. 317

Neuroscience

See p. 339–343

Graduate Courses

The Department of Biological Sciences maintains an active graduate program leading to the master of science degree in biological sciences. The program of study emphasizes independent research supported

by advanced course work. Candidates are expected to demonstrate a strong background in the life sciences and a clear commitment to independent laboratory, field and/or theoretical research. The department offers opportunities for original work in a wide variety of fields, including animal behavior, biochemistry, cell and developmental biology, ecology, environmental science, evolutionary biology, genetics, marine biology, microbiology, molecular biology, neurobiology, plant sciences and physiology. Students pursuing the master of science degree are required to participate in the Graduate Seminar (BIO 507); and are expected to undertake a course of study, designed in conjunction with their adviser, that will include appropriate courses both within and outside the department.

Adviser: Steven Williams

507 Seminar on Recent Advances and Current Problems in the Biological Sciences

Students in this seminar discuss articles from the primary literature representing diverse fields of biology and present on their own research projects. Journal articles will be selected to coordinate with departmental colloquia. In alternate weeks, students will present talks on research goals, data collection and data analysis.

This course is required for graduate students and must be taken in both years of graduate residence. 2 credits

Members of the department

Offered Fall 2010

510 Advanced Studies in Molecular Biology

3 to 5 credits

Members of the department

Offered both semesters each year

520 Advanced Studies in Botany

3 to 5 credits

Members of the department

Offered both semesters each year

530 Advanced Studies in Microbiology

3 to 5 credits

Members of the department

Offered both semesters each year

540 Advanced Studies in Zoology

3 to 5 credits

Members of the department

Offered both semesters each year

550 Advanced Studies in Environmental Biology

3 to 5 credits

Members of the department

Offered both semesters each year

590d Research and Thesis

8 credits

Steven Williams

Full-year course; Offered each year

Prehealth Professional Programs

Students may prepare for health profession schools by majoring in any area, as long as they take courses that meet the minimum requirements for entrance. For most schools, these are two semesters each of English, general chemistry, organic chemistry, physics and biology. The science courses must include laboratories. Biology courses should be selected in consultation with the adviser, taking into consideration the student's major and specific interests in the health professions. Other courses often required or recommended include biochemistry, mathematics including calculus and/or statistics and social or behavioral science. Because health profession schools differ in the details of their requirements, students should confer with a prehealth adviser as early as possible about specific requirements.

Preparation for Graduate Study in the Biological Sciences

Graduate programs that grant advanced degrees in biology vary in their admission requirements but often include at least one year of mathematics (preferably including statistics), physics and organic chemistry. Many programs stress both broad preparation across the biological sciences and a strong background in a specific area. Many institutions require scores on the Graduate Record Examination, which emphasizes a broad foundation in biology as well as quantitative and verbal skills. Students contemplating graduate study beyond Smith should review the requirements of particular programs as early as possible in the course of their studies and seek advice from members of the department.

Chemistry

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

Robert G. Linck, Ph.D.
David Bickar, Ph.D.

Associate Professors

Cristina Suarez, Ph.D.
Kate Queeney, Ph.D., *Chair*
Kevin Shea, Ph.D.
Shizuka Hsieh, Ph.D.
^{†1} Elizabeth Jamieson, Ph.D.

Senior Lecturer

Lâle Aka Burk, Ph.D.

Laboratory Instructors

Maria Bickar, M.S.
Mona Kulp, Ph.D.
Rebecca Thomas, Ph.D.
Heather Shafer, Ph.D.

Students who are considering a major in chemistry should consult with a member of the department early in their college careers. They are advised to take General Chemistry (CHM 111 or 118) as first-year students and to complete MTH 112 or MTH 114 as early as possible.

All intermediate courses require as a prerequisite CHM 111 or 118 or an Advanced Placement score of 4 or 5. Students who begin the chemistry sequence in their second year can still complete the major and should work with a department member to chart an appropriate three-year course.

100 Perspectives in Chemistry

Topic: Chemistry of art objects. In this museum-based course, chemistry will be discussed in the context of art. We will focus on materials used by artists and how the chemistry of these materials influences their longevity. Current analytical methods as well as preservation and conservation practices will be discussed with examples from the Smith College Museum of Art. Three hours of lecture, discussion and demonstrations. Class meetings will take place in the museum and in the Clark Science Center. **{A/N}** 4 credits

Lâle Aka Burk, David Dempsey
Offered Spring 2011, Spring 2012

108 Environmental Chemistry

An introduction to environmental chemistry, applying chemical concepts to topics such as acid rain, greenhouse gases, air quality, pesticides and waste treatment. Chemical concepts will be developed as needed. **{N}** 4 credits

Shizuka Hsieh, Spring 2011
Members of the department, Spring 2012
Offered Spring 2011, Spring 2012

111 Chemistry I: General Chemistry

The first semester of our core chemistry curriculum introduces the language(s) of chemistry and explores atoms, molecules and their reactions. Topics covered include electronic structures of atoms, structure shape and properties of molecules; reactions and stoichiometry. Enrollment limited to 16 per lab section. **{N}** 5 credits

Lâle Burk, Shizuka Hsieh and Cristina Suarez, Fall 2010
Members of the department, Fall 2011
Laboratory Coordinator: Maria Bickar
Offered Fall 2010, Fall 2011

118 Advanced General Chemistry

This course is designed for students with a very strong background in chemistry. The elementary theories of

stoichiometry, atomic structure, bonding, structure, energetics and reactions will be quickly reviewed. The major portions of the course will involve a detailed analysis of atomic theory and bonding from an orbital concept, an examination of the concepts behind thermodynamic arguments in chemical systems, and an investigation of chemical reactions and kinetics. The laboratory deals with synthesis, physical properties and kinetics. The course is designed to prepare students for CHM 222/223 and to replace both CHM 111 and CHM 224. A student who passes 118 cannot take either 111 or 224. Enrollment limited to 32. **{N}** 5 credits

Robert Linck, Fall 2010

Members of the department, Fall 2011

Laboratory Coordinator: Heather Shafer

Offered Fall 2010, Fall 2011

222 Chemistry II: Organic Chemistry

An introduction to the theory and practice of organic chemistry. The course focuses on structure, nomenclature, physical and chemical properties of organic compounds and infrared and nuclear magnetic resonance spectroscopy for structural analysis. Reactions of carbonyl compounds will be studied in depth. Prerequisite: 111 or 118. Enrollment limited to 16 per lab section.

{N} 5 credits

Members of the department

Laboratory Coordinator: Maria Bickar

Offered Spring 2011, Spring 2012

223 Chemistry III: Organic Chemistry

Material will build on introductory organic chemistry topics covered in 222 and will focus more heavily on retrosynthetic analysis and multistep synthetic planning. Specific topics include reactions of alkyl halides, alcohols, ethers; aromaticity and reactions of benzene; and cycloaddition reactions including the Diels-Alder reaction. Prerequisite: 222 and successful completion of the 222 lab. Enrollment limited to 16 per lab section.

{N} 5 credits

Members of the department

Laboratory Coordinator: Rebecca Thomas

Offered Fall 2010, Fall 2011

224 Chemistry IV: Introduction to Inorganic and Physical Chemistry

This final course in the chemistry core sequence provides a foundation in the principles of physical and inorganic chemistry that are central to the study of all chemical phenomena. Topics include coordination

chemistry of transition metals and quantitative treatment of thermochemistry, chemical equilibria, electrochemistry and reaction kinetics. Prerequisite: CHM 111 or equivalent and MTH 111 or equivalent. Enrollment limited to 16 per lab section. **{N}** 5 credits

Kate Queener, Spring 2011

Members of the department, Spring 2012

Laboratory Coordinator: Heather Shafer

Offered Spring 2011, Spring 2012

321 Organic Synthesis

An examination of modern methods of organic synthesis and approaches to the synthesis of complex organic compounds with a focus on the current literature. Prerequisite: 223. Offered in alternate years. **{N}** 4 credits

Kevin Shea

Offered Spring 2011

326 Synthesis and Structural Analysis

Synthetic techniques and experimental design in the context of multistep synthesis. The literature of chemistry, methods of purification and characterization with a focus on NMR spectroscopy, mass spectrometry and chromatography. Prerequisite: 223. **{N}** 4 credits

Kevin Shea and Rebecca Thomas, Spring 2011

Offered Spring 2011, Spring 2012

328 Bio-Organic Chemistry

This course deals with the function, biosynthesis, structure elucidation and total synthesis of the smaller molecules of nature. Emphasis will be on the constituents of plant essential oils, steroids including cholesterol and the sex hormones, alkaloids and nature's defense chemicals, molecular messengers and chemical communication. The objectives of the course can be summarized as follows: To appreciate the richness, diversity and significance of the smaller molecules of nature, to investigate methodologies used to study and synthesize these substances, and to become acquainted with the current literature in the field. Prerequisite: 223. Offered in alternate years. **{N}** 4 credits

Lâle Burk

Offered Spring 2012

331 Physical Chemistry I

Quantum chemistry: the electronic structure of atoms and molecules, with applications in spectroscopy. An introduction to statistical mechanics links the quantum world to macroscopic properties. Prerequisites: 224 and MTH 112 or MTH 114, MTH 212 or PHY 210 and

PHY 115 or 117 are strongly recommended. **{N}** 4 credits

Robert Linck, Fall 2010

Members of the department, Fall 2011

Offered Fall 2010, Fall 2011

332 Physical Chemistry II

Thermodynamics and kinetics: will the contents of this flask react, and if so, how fast? Properties that govern the chemical and physical behavior of macroscopic collections of atoms and molecules (gases, liquids, solids and mixtures of the above). Prerequisite: MTH 112 or MTH 114. **{N}** 5 credits

Cristina Suarez, Spring 2011

Members of the department, Spring 2012

Offered Spring 2011, Spring 2012

335 Physical Chemistry of Biochemical Systems

A course emphasizing physical chemistry of biological systems. Topics covered include chemical thermodynamics, solution equilibria, enzyme kinetics and biochemical transport processes. The laboratory focuses on experimental applications of physical-chemical principles to systems of biochemical importance. Prerequisites: 224 or permission of the instructor and MTH 112. **{N}** 4 credits

David Bickar, Spring 2011

Members of the department, Spring 2012

Offered Spring 2011, Spring 2012

336 Light and Chemistry

The interaction of light with molecules is central to studies of molecular structure and reactivity. This course builds on students' understanding of molecular structure from the core sequence (CHM 111-CHM 224) to show how many types of light can be used to interrogate molecules and to shed some light on their behavior. The combined classroom/laboratory format allows students to explore light-based instruments in short, in-class exercises as well as in longer, more traditional labs. The course culminates with an independent project that allows students to explore some of the ways light is used in cutting-edge chemical research. Prerequisites: CHM 222 or permission of the instructor. **{N}** 4 credits

Kate Queeney and Shizuka Hsieh, Spring 2011

Members of the department, Spring 2012

Offered Spring 2011, Spring 2012

338 Bio-NMR Spectroscopy and Imaging

This course is designed to provide an understanding of the general principles governing 1D and 2D Nuclear Magnetic Resonance (NMR) spectroscopy. Examples from the diverse use of biological NMR in the study of protein structures, enzyme mechanisms, DNA, RNA, etc. will be analyzed and discussed. A basic introduction to Magnetic Resonance Imaging (MRI) will also be included, concentrating on its application to biomedical issues. Prerequisite: A knowledge of NMR spectroscopy at the basic level covered in CHM 222 and 223. Offered in alternate years. **{N}** 4 credits

Cristina Suarez

Offered Fall 2010

346 Environmental Analytical Chemistry

An introduction to some common environmental chemical processes in air, soil and water, coupled with a study of the crucial role of accurate chemical measurement of these processes. Lecture and laboratory featuring modern chemical instrumentation for spectroscopy (atomic and molecular) high performance chromatographic separations (both gas and liquid), electrochemistry as well microwave- and ultrasound- assisted sample preparation, and a short project linked to local faculty research interests. Oral presentations and formal laboratory reports will be required. Prerequisite: CHM 224 or permission of the instructor. **{N}** 4 credits

Kate Queeney, Fall 2010

Members of the department, Fall 2011

Offered Fall 2010, Fall 2011

357 Selected Topics in Biochemistry

Topic: Pharmacology and Drug Design. An introduction to the principles and methodology of pharmacology, toxicology and drug design. The pharmacology of several drugs will be examined in detail, and computational software used to examine drug binding and to assist in designing a new or modified drug. Some of the ethical and legal factors relating to drug design, manufacture and use will also be considered. Prerequisite: BCH 352 or permission of the instructor. Offered in alternate years. **{N}** 4 credits

David Bickar

Offered Fall 2011

363 Advanced Inorganic Chemistry

Topics in inorganic chemistry. Application of group theory to coordination compounds, molecular orbital

theory of main group compounds and organometallic compounds. Prerequisite: 331. **{N}** 4 credits

Robert Linck, Spring 2011

Elizabeth Jamieson, Spring 2012

Offered Spring 2011, Spring 2012

369 Bioinorganic Chemistry

This course will provide an introduction to the field of bioinorganic chemistry. Students will learn about the role of metals in biology as well as about the use of inorganic compounds as probes and drugs in biological systems. Prerequisites: CHM 223 and 224. Offered in alternate years. **{N}** 4 credits

Elizabeth Jamieson

Offered Spring 2013

395 Advanced Chemistry

A course in which calculational techniques are illustrated and used to explore chemical systems without regard to boundaries of subdisciplines. Topics include molecular mechanics, semi-empirical and ab initio computations. Prerequisite: 331. Offered in alternate years. **{N}** 4 credits

Robert Linck

Offered Spring 2012

Cross-listed and Interdepartmental Courses

FYS 191 Sense and Essence in Nature

This course will focus on fragrant plants with emphasis on their science as well as their use and economic significance in different parts of the world. Throughout history aromatic plant materials have been utilized as cures, perfumes and flavorings and their extensive use continues at the present. The chemistry, botany and bioactivities of these natural products will provide the scientific content for the course. Their consideration in historical and cultural contexts, and also their depiction in literature and in art will provide an interdisciplinary approach to the subject matter. No prerequisites. Enrollment limited to 16 first-year students. WI **{N}** 4 credits

Lâle Burk (Chemistry)

Offered Spring 2011

BCH 352 Biochemistry II: Biochemical Dynamics

Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: BCH 252 and CHM 224. Laboratory (BCH 353) must be taken concurrently by biochemistry majors; optional for others. **{N}** 3 credits

David Bickar, Fall 2010

Members of the department, Fall 2011

Offered Fall 2010, Fall 2011

BCH 353 Biochemistry II Laboratory

Investigations of biochemical systems using experimental techniques in current biochemical research. Emphasis is on independent experimental design and execution. BCH 352 is a prerequisite or must be taken concurrently. **{N}** 2 credits

Amy Burnside

Offered Fall 2010, Fall 2011

400 Special Studies

1 to 4 credits as assigned

Offered both semesters each year

The Major

Advisers: Members of the department

Adviser for Study Abroad: Lâle Burk

Required courses: 111, 222 and 224 (or 118 and 222); three out of four of the following courses: 223, 331, 332 and 363; two out of the three following advanced lab courses: 326, 336 and 346 and additional elective courses (options listed below) to a total of 10 courses.

Elective courses may be selected from:

any CHM course at the 300 level or above or any course from the following list: BCH 252, BCH 352, GEO 301, PHY 319, PHY 327, PHY 360 (topic-dependent).

Independent research (CHM 400, 430 or 432) worth 4 or more credits may be used as one (only) of the electives required for the major.

Courses fulfilling the major requirements may not be taken with the S/U option.

Students planning graduate study in chemistry are advised to work with their advisers to identify additional courses outside the major that may be relevant for graduate study in particular subfields. A major program that includes the required courses, one semester of biochemistry and additional laboratory experience in the form of either (a) two semesters of research (400, 430 or 432) or (b) one semester of research and one elective course with laboratory or (c) three elective courses with laboratory meets the requirements of the American Chemical Society for eligibility for professional standing.

The Minor

Advisers: Members of the department

The courses specified below constitute a four-semester introduction to chemistry. The semesters are sequential, giving a structured development of chemical concepts and a progressive presentation of chemical information. Completion of the minor with at least one additional course at the intermediate or advanced level affords the opportunity to explore a particular area in greater depth.

Required courses: 111, 222 and 224 (or 118 and 222), one additional course with a laboratory component (223, 332, 326, 336 or 346) and enough electives (one or two) to fulfill a total of five chemistry courses. The electives may be chosen from CHM courses at the 300 level, BCH 252 or BCH 352.

Courses fulfilling the minor requirement may not be taken with the S/U option.

Honors

Director: Kevin Shea

430d Honors Project

8 credits

Full-year course; Offered each year

432d Honors Project

12 credits

Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Lab Fees

There is an additional fee for all chemistry courses with labs. Please see the Fees, Expenses and Financial Aid section in the beginning of the catalogue for details.

Classical Languages and Literatures

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

*¹ Justina W. Gregory, Ph.D.
Thalia A. Pandiri, Ph.D. (Classical Languages and
Literatures and Comparative Literature)
Scott A. Bradbury, Ph.D.
Nancy J. Shumate, Ph.D, *Chair*

Lecturer

Maureen B. Ryan, Ph.D.

Majors are offered in Greek, Latin, classics and classical studies. Qualified students in these majors have the opportunity of a semester's study at the Intercollegiate Center for Classical Studies in Rome (see p. **).

Students planning to major in classics are advised to take relevant courses in other departments such as art, English, history, philosophy and modern foreign languages.

Students who receive scores of 4 and 5 on the Advanced Placement test in Virgil may not apply that credit toward the degree if they complete LAT 213 for credit.

Credit is not granted for the first semester only of an introductory language course. Courses for the major may not be taken S/U.

Greek

GRK 100y Elementary Greek

A year-long course that will include both the fundamentals of grammar and, in the second semester, selected readings, ancient authors, including the New Testament. **{F}** 10 credits

Thalia Pandiri

Full-year course; offered each year

GRK 212 Attic Prose and Drama

Low intermediate course: completion and review of grammar, and practice and improvement of reading skills through the study of texts by authors such as Plato, Lysias and Euripides. Prerequisite: 100y. **{L/F}** 4 credits

Nancy Shumate

Offered Fall 2010

GRK 213 Homer, *Iliad* or *Odyssey*

An introduction to Homeric Greek and ancient epic through selected readings in the *Odyssey* or the *Iliad*. Attention to dialect, meter and formula; structure, plot and genre. GRK 213 may be repeated for credit, provided that the topic is not the same. Prerequisite: 212 or permission of the instructor. **{L/F}** 4 credits

Scott Bradbury

Offered Spring 2011

GRK 310 Advanced Readings in Greek Literature I & II

Authors read in GRK 310 vary from year to year, but they are generally chosen from a list including Plato, Homer, Aristophanes, lyric poets, tragedians, historians and orators, depending on the interests and needs of the students. GRK 310 may be repeated for credit, provided that the topic is not the same. Prerequisite: GRK 213 or permission of the instructor. **{L/F}** 4 credits

Demeter and Dionysus in Greek Religion

A study of two important divinities and their place in Greek religion through readings of the *Homeric Hymn to Demeter* and Euripides' *Bacchae*, the two principal literary sources for study of these gods. The *Hymn* is our major source for knowledge of Demeter and the Eleusinian Mysteries, the oldest mystery cult in the Greek world. Euripides' play is a deep and far-ranging meditation on the nature of the most complex of all Greek gods. Our approach will be both literary and historical.

Scott Bradbury

Offered Fall 2010

GRK 400 Special Studies

Admission by permission of the department, for majors and honors students who have had four advanced courses in Greek. 1–4 credits

Offered both semesters each year

Graduate

GRK 580 Studies in Greek Literature

This will ordinarily be an enriched version of the 300-level course currently offered. 4 credits

Offered both semesters each year

Adviser for Graduate Study: Nancy Shumate

Latin

LAT 100y Elementary Latin

Fundamentals of grammar, with selected readings from Latin authors in the second semester. **{F}** 10 credits

Maureen Ryan, Fall 2010

Nancy Shumate, Spring 2011

Full-year course; offered each year

LAT 212 Introduction to Latin Prose and Poetry

Practice and improvement of reading skills through the study of a selection of texts in prose and verse. Systematic review of fundamentals of grammar. Prerequisite: LAT 100y or the equivalent. **{L/F}** 4 credits

Nancy Shumate

Offered Fall 2010

LAT 213 Introduction to Virgil's *Aeneid*

Prerequisite: 212 or permission of the instructor. **{L/F}** 4 credits

Maureen Ryan

Offered Spring 2011

LAT 330 Advanced Readings in Latin Literature I & II

Authors read in LAT 330 vary from year to year, but they are generally chosen from a list including epic and lyric poets, historians, orators, comedians and novelists, depending on the interests and needs of students. LAT 330 may be repeated for credit, provided that the topic is not the same. Prerequisite: Two courses at the 200-level or permission of the instructor. **{L/F}** 4 credits

Medieval Latin: Martyrs, Mystics, Memoirists

Thalia Pandiri

Offered Fall 2010

Roman Letters

Selected readings from Roman epistolary literature, including works by Cicero, Pliny and Seneca. Attention to the development of epistolary theory and style; mechanics of exchange; private vs. public correspondence; and verse adaptations of the letter form.

Scott Bradbury

Offered Spring 2011

LAT 400 Special Studies

Admission by permission of the department, for majors and honors students who have had four advanced courses in Latin. 1–4 credits

Offered both semesters each year

Graduate

LAT 580 Studies in Latin Literature

This will ordinarily be an enriched version of the 300-level courses currently offered. 4 credits

Offered both semesters each year

Adviser for Graduate Study: Nancy Shumate

Classics in Translation

CLS 227 Classical Mythology

The principal myths as they appear in Greek and Roman literature, seen against the background of ancient culture and religion. Focus on creation myths, the structure and function of the Olympian pantheon, the Troy cycle and artistic paradigms of the hero. Some attention to modern retellings and artistic representations of ancient myth. **{L/A}** 4 credits

Scott Bradbury

Offered Fall 2010

CLS 233 Gender and Sexuality in Greco-Roman Culture

The construction of gender, sexuality and erotic experience is one of the major sites of difference between Greco-Roman culture and our own. What constituted a proper man and a proper woman in these ancient

societies? Which sexual practices and objects of desire were socially sanctioned and which considered deviant? What ancient modes of thinking about these issues have persisted into the modern world? Attention to the status of women; the role of social class; the ways in which genre and convention shaped representation; the relationship between representation and reality. **[L/H]**
4 credits

Nancy Shumate

Offered Spring 2011

CLS 400 Special Studies

Admission by permission of the department; for majors/minors and advanced students who have had three classics or other courses on the ancient world and two intermediate courses in Greek or Latin. 1–4 credits
Offered both semesters each year

Cross-listed and Interdepartmental Courses

FYS 172 (Dis)Obedient Daughters

How does the powerful relationship between mothers and daughters influence how women define themselves and search for their own identity? What does it mean when a woman defines who she is in opposition to her mother while seeking her mother's love and approval? How is the problem compounded when the mother's culture is different from her first-generation-immigrant daughter's? Through fiction and film by women from different cultures, we will explore such topics as gender roles, race, ethnicity and class. Authors read will include Jamaica Kincaid, Ama Ata Aidoo, Alice Munro, Margaret Atwood, Maxine Hong Kingston, Nora Okja Keller, Jhumpa Lahiri, Laila Wadia, Igiaba Seego. Enrollment limited to 16 first-year students. **WI [L]**
4 credits

Thalia Pandiri (Classics)

Offered Spring 2011

CLT 202/ENG 202 Western Classics in Translation, From Homer to Dante

Offered Fall 2010

CLT 203/ENG 203 Western Classics in Translation, From Chr tien de Troyes to Tolstoy

Offered Spring 2011

The Major in Greek, Latin or Classics

Advisers: Members of the department

Adviser for Study Abroad: Thalia Pandiri

Basis: In Greek, 100y; in Latin, 100y; in classics, Greek 100y and Latin 100y.

Requirements: In Greek, eight four-credit courses in the language in addition to the basis; in Latin, eight four-credit courses in the language in addition to the basis; in classics, eight four-credit courses in the languages in addition to the basis and including not fewer than two in each language.

The Major in Classical Studies

Advisers: Members of the department

Basis: GRK 100y or LAT 100y (or the equivalent). Competence in both Greek and Latin is strongly recommended.

Requirements: Nine semester courses in addition to the basis. Four chosen from GRK (200-level or above) or LAT (200-level or above); at least two from classics in translation (CLS); and at least two appropriate courses in archaeology (ARC), art history (ARH), government (GOV), ancient history (HST), philosophy (PHI) and/or religion (REL), chosen in accordance with the interests of the student and in consultation with the adviser. With the approval of the adviser courses in other departments and programs may count toward the major.

The Minor in Greek

Advisers: Members of the department

Requirements: Six four-credit courses, of which at least four must be courses in the Greek language and at least three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Greek

history, Greek art, ancient philosophy, ancient political theory, ancient religion or classics in translation. At least one course must be chosen from this category.

The Minor in Latin

Advisers: Members of the department

Requirements: Six four-credit courses, of which at least four must be courses in the Latin language and at least three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Roman history, Roman art, ancient political theory, ancient religion or classics in translation. At least one course must be chosen from this category.

The Minor in Classics

Advisers: Members of the department

Requirements: Six four-credit courses in Greek or Latin languages and literatures at or above the level of 212, including not fewer than two in each language. One of these six courses may be replaced by a course related to classical antiquity offered either within or outside the department, and taken with the department's prior approval.

Honors in Greek, Latin, Classics or Classical Studies

Director: Scott Bradbury

430d Honors Project

8 credits

Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Greek, Latin or Classics

Graduate

590d Research and Thesis

8 credits

Full-year course; Offered each year

590 Research and Thesis

4 or 8 credits

Offered both semesters each year

Comparative Literature

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Katwiwa Mule, Ph.D. (Comparative Literature),
Director

Professors

Maria Banerjee, Ph.D. (Russian Language and Literature)

^{†2} Ann Rosalind Jones, Ph.D. (Comparative Literature)

Thalia Alexandra Pandiri, Ph.D. (Classical Languages and Literatures and Comparative Literature)

^{†1} Janie Vanpée, Ph.D. (French Studies),

Craig R. Davis, Ph.D. (English Language and Literature)

Anna Botta, Ph.D. (Italian Language and Literature and Comparative Literature)

Luc Gillemann, Ph.D. (English Language and Literature)

Associate Professors

Reyes Lázaro, Ph.D. (Spanish and Portuguese)

^{†2} Sabina Knight, Ph.D. (Chinese and Comparative Literature)

Dawn Fulton, Ph.D. (French Studies)

^{†1} Ambreen Hai, Ph.D. (English Language and Literature)

Assistant Professors

Justin Cammy, Ph.D. (Jewish Studies)

^{†1} Joel Westerdale, Ph.D. (German Studies)

^{†2} Malcolm K. McNee, Ph.D. (Spanish and Portuguese)

Lecturer

Margaret Bruzelius, Ph.D.

A study of literature in two or more languages, one of which may be English. In all comparative literature courses, readings and discussion are in English, but students are encouraged to read works in the original language whenever they are able. Comparative literature courses are open to all first-year students unless otherwise noted. 300-level courses require a previous literature course at the 200-level or above.

Introductory Courses

FYS 140 Literature and Medicine

How do stories heal? What can we learn about medicine from stories, novels, poems, plays and case studies?

How important are metaphors, framing, time, characterization and motivation? Comparing narratives from different cultures, students will also compose their own stories. The course also introduces broader issues in the medical humanities, such as medical ethics, healthcare disparities and cross-cultural communication. Works (available in translation) from China, Taiwan, France,

Russia and North and Latin America. Enrollment limited to 16 first-year students.

WI {L} 4 credits

Sabina Knight (Comparative Literature)

Offered Fall 2010

FYS 148 African American Migration Narratives

Did you know that migration experiences are at the core of almost every major historical occurrence for African Americans? Focusing on migration (whether coerced or self-initiated) allows us to consider how black people empower themselves and remake their worlds, shaping cultures and identities. Among the topics for examination will be the transatlantic and domestic slave trades, fugitivity, the Great Migration from the South, the post-Civil Rights era "reverse migration" to the South, reverse migrations to the African continent, and more recent immigrations to the U.S. by Caribbean peoples. We will use poetry, novels, history and journalistic accounts, as well narrative and documentary films to ask how these stories help us understand the intricacies of this rich history. Students

will participate in class discussion and give a short oral presentation, conduct on-line and library research, and write frequent analytical papers focusing on literary criticism. Enrollment limited to 16 first-year students.

WI **[L]** 4 credits

Daphne Lamothe (Afro-American Studies)

Offered Fall 2010

FYS 155 Celtic Worlds

A reading in translation of classical authors on the ancient Celts, as well as the imaginative literature of medieval Wales and Ireland. We will explore the unique religion of this archaic people, their conceptions of this and the Otherworld; their cult of the Great Mother and other divinities; their celebration of beauty, art, music, sexuality and violence; the role of druids and "sovereignty goddesses" in the education of charismatic chieftains and their "warriors with horses"; the lives of Celtic saints, like Patrick, their miracles and devotion; and the beginnings of Arthurian romance in the Breton *lais* of Marie de France. This course counts toward the English major. Enrollment limited to 16 first-year students. WI **[L]** 4 credits

Craig R. Davis (English Language and Literature)

Offered Fall 2010

FYS 165 Childhood in African Literature

A study of childhood as an experience in the present and a transition into adulthood, and of the ways in which it is intimately tied to social, political and cultural histories and to questions of self and national identity. How does the violence of colonialism and decolonization reframe our understanding of childhood innocence? How do African childhood narratives represent such crises as cultural alienation, loss of language, exile and memory? How do competing national and cultural ideologies shape narratives of childhood? Texts include Tsitsi Dangarembga's *Nervous Conditions*, Zoe Wicomb's *You Can't Get Lost in Cape Town*, Ngugi wa Thiong'o's *Weep Not Child* and Tahar Ben Jelloun's *The Sand Child*. Enrollment limited to 16 first-year students. WI **[L]** 4 credits

Katwiwa Mule (Comparative Literature)

Offered Fall 2010

FYS 172 (Dis)Obedient Daughters

How does the powerful relationship between mothers and daughters influence how women define themselves and search for their own identity? What does it mean when a woman defines who she is in opposition to her

mother while seeking her mother's love and approval? How is the problem compounded when the mother's culture is different from her first-generation-immigrant daughter's? Through fiction and film by women from different cultures, we will explore such topics as gender roles, race, ethnicity and class. Authors read will include Jamaica Kincaid, Ama Ata Aidoo, Alice Munro, Margaret Atwood, Maxine Hong Kingston, Nora Okja Keller, Jhumpa Lahiri, Laila Wadia, Igiaba Scego. Enrollment limited to 16 first-year students. WI **[L]** 4 credits

Thalia Pandiri (Classics)

Offered Spring 2011

FYS 186 Israel: Texts and Contexts

The role of literary and visual culture in the construction of Israel's founding myths and critiques of its present realities. The relationship between Zionism as a political ideology and as an aesthetic revolution: redefining sacred and secular space (Jerusalem, the socialist kibbutz, cosmopolitan Tel Aviv); reviving Hebrew as a living language; rewriting the Bible; and imagining the New Jew. How shadows of the Holocaust, fantasies of the Arab and post-nationalist ennui shape the context of the broader Middle East. Poetry, prose, song, art and film from before and after the creation of a Jewish state, all in translation. Enrollment limited to 16 first-year students. WI **[L]** 4 credits

Justin Cammy (Jewish Studies and Comparative Literature)

Offered Fall 2010

CLT 100 Introduction to Comparative Literature: The Pleasures of Reading

We explore the link between plot, landscape and gender in adventure fictions. Beginning with essays on cartography and the organization of geographical space by Denis Wood, we will read classic 19th-century boys' and girls' books (Verne, Stevenson, Hodgson-Burnett, Ingalls Wilder) and ask ourselves how the adventure landscape differs for boys and for girls. Who lives where within it? What boundaries mark safe and unsafe places? We will then explore modern rewritings of these fictions in novels and films such as Forster's *A Room With a View*, LeGuin's *Tehanu* and Del Toro's *Pan's Labyrinth* in order to explore the ways in which this genre has embraced and resisted the female hero. Students will form groups to present a novel or film of their own choosing to the class. **[L]** 4 credits

Margaret Bruzelius

Offered Spring 2011

ENG 120 Colloquia in Literature

Topic: Scandinavian Mythology: A reading in translation of the major works in poetry and prose which retell or reflect traditions of the early Norse divinities and their cults. Exploration of the intimate and violent relations between groups of powerful, intelligent but very mortal beings: male and female, giant and god, Æsir and Vanir, dwarf, troll, elf and the social classes of human being. From its Old European and Indo-European roots, Nordic religion created a highly distinctive complex of values and competing views of the world: an unusually dark theory of history; an ironic, sometimes comic view of divine and human nature; and paradoxical constructions of sexual, ethnic, mantic and other forms of identity. **WI [L]**

Craig R. Davis

Offered Spring 2011

CLT 150 The Art of Translation: Poetics, Politics, Practice

We hear and read translations all the time: on television news, in radio interviews, in movie subtitles, in international bestsellers. But translations don't shift texts transparently from one language to another. Rather, they revise, censor and rewrite original works, to challenge the past and to speak to new readers. We'll explore translation by hearing talks by translators and experts in the history and theory of translation. Students will look at translations from around the world and experiment with translating themselves. Knowledge of a foreign language useful but not required. Graded S/U only. (E) **[L]** 2 credits

Dawn Fulton

Offered Spring 2011

CLT 202/ENG 202 Western Classics in Translation, From Homer to Dante [L] WI

Ann Jones, Robert Hosmer, William Oram

Offered Fall 2010

CLT 202/ENG 202, like CLT 203/ENG 203, is among the courses from which comparative literature majors choose two as the basis of the major. Students interested in comparative literature and/or the foundations of Western literature and wanting a writing-intensive course should take 202 or 203 or both.

CLT 203/ENG 203 Western Classics in Translation, From Chrétien de Troyes to Tolstoy [L] WI

Maria Banerjee, Robert Hosmer

Offered Spring 2010

Intermediate Courses

CLT 205 20th-Century Literatures of Africa

A study of the major writers of contemporary Africa. Focuses on several key questions: Is the term African literature a useful category? How do African writers challenge Western representations of Africa as they confront over a century of European colonialism on the continent? How do they represent the postcolonial experience on the continent? Is there a correlation in their writing between life and expression and between oral cultures and written literature? Texts will include Achebe's *Things Fall Apart*, Ngugi wa Thiong'o's *The River Between*, Tsitsi Dangaremba's *Nervous Conditions*, Mariama Bâ's, *So Long a Letter*, Ndebele Njabulo's *The Cry of Winnie Mandela*, Ama Ata Aidoo's *Our Sister Killjoy*, Wole Soyinka's *Death and the King's Horseman*. We will also watch films such as *Red Rubber*, *White King*, *Black Death*, *Toksi and Kenya: Whiteman's Country*. **[L]** 4 credits

Kahwiwa Mule

Offered Fall 2010

CLT 215/ENG 204 Arthurian Legend

The legend of Arthurian Britain as it developed in Wales, France and England. Readings will include early Welsh tales, Geoffrey of Monmouth, Chrétien de Troyes, Marie de France, *La Queste del Saint Graal*, the *Gauvain*-poet, Malory and Tennyson.

[L] 4 credits

Nancy Mason Bradbury

Offered Spring 2011

CLT 218 Holocaust Literature

Creative responses to the destruction of European Jewry, differentiating between literature of the Holocaust (texts written in extremis in ghettos, camps, or in hiding) and the vast post-war literature about the Holocaust. In what ways do dynamics of artistic representation respond to the cultural, linguistic and ideological context, intended audience and passage of time? Who is authorized to tell the story of the Holocaust? How to balance competing claims of individual and collective experience, the rights of the imagination and the pressures for historical accuracy. Selections from a variety of artistic genres (diary, reportage, poetry, novel, oral testimony, comic book, graphic novel, film, monuments, museums, literary theory), balancing works addressed to European and American audiences by virtue of their composition in non-Jewish languages,

and the recovery of Yiddish and Hebrew voices, all in translation. Open to students at all levels. **{L/H}**
4 credits

Justin Cammy

Offered Fall 2010

CLT 220 Colloquium: Imagining Language

This course explores the ways in which philosophers and artists have imagined the links between language and the world. We will read mostly pre-20th century theories of language—Plato's *Cratylus*, St. Augustine's *On the Teacher*, Locke on language from the *Essay*, Herder and Rousseau on *The Origin of Language*, Freud on jokes—and link them to novels, poems and other artwork by (mostly) 20th-century artists such as Louis Zukofsky, May Swenson, Lewis Carroll, Richard Powers, Xu Bing, Russell Hoban and others who focus on the materiality of language, on words as things. Readings are accompanied by weekly exercises such as rebuses, invented etymologies, alphabet poems, portmanteau words, emoticons, etc. **{L}** 4 credits

Margaret Bruzelius

Offered Fall 2011

CLS 227 Classical Mythology

The principal myths as they appear in Greek and Roman literature, seen against the background of ancient culture and religion. Focus on creation myths, the structure and function of the Olympian pantheon, the Troy cycle and artistic paradigms of the hero. Some attention to modern retellings and artistic representations of ancient myth. **{L/A}** 4 credits

Scott Bradbury

Offered Fall 2010

CLT 229 The Renaissance Gender Debate

In "La Querelle des Femmes" medieval and Renaissance writers (1350–1650) took on misogynist ideas from the ancient world and early Christianity: woman as failed man, irrational animal, fallen Eve. Writers debated women's sexuality (insatiable or purer than men's?), marriage (the hell of nagging wives or the highest Christian state?), women's souls (nonexistent or subtler than men's?), female education (a danger or a social necessity?). In the context of the social and cultural changes fuelling the polemic, we will analyze the many literary forms it took, from Chaucer's *Wife of Bath* to Shakespeare's *Taming of the Shrew*, story collections such as Marguerite de Navarre's *Heptameron*, women writers' dialogues, such as Moderata Fonte's

The Worth of Women and pamphlets from the popular press. Some attention to the battle of the sexes in the visual arts. **{L}** 4 credits

Ann Jones

Offered Spring 2011

CLT 232/EAL 232 Modern Chinese Literature

A window into China, Taiwan and Tibet and Chinese diasporas, this course introduces themes and movements from the late imperial period to the present. We will explore questions of political engagement, social justice, class, gender and human freedom and responsibility. Readings are in English translation and no background in China or Chinese is required. **{L}** 4 credits

Sabina Knight

Offered Fall 2010

CLS 233 Gender and Sexuality in Greco-Roman Culture

The construction of gender, sexuality and erotic experience is one of the major sites of difference between Greco-Roman culture and our own. What constituted a proper man and a proper woman in these ancient societies? Which sexual practices and objects of desire were socially sanctioned and which considered deviant? What ancient modes of thinking about these issues have persisted into the modern world? Attention to the status of women; the role of social class; the ways in which genre and convention shaped representation; the relationship between representation and reality. **{L/H}** 4 credits

Nancy Shumate

Offered Spring 2011

CLT 239/EAL 239 Contemporary Chinese Women's Fiction

An exploration of major themes through close readings of contemporary fiction by women from China, Taiwan, Tibet and Chinese diasporas. Theme for 2011: Intimacy. How do stories about love, romance and desire (including extramarital affairs, serial relationships and love between women) reinforce or contest norms of economic, cultural and sexual citizenship? What do narratives of intimacy reveal about the social consequences of economic restructuring? How do pursuits, realizations and failures of intimacy lead to personal and social change? Readings are in English translation and no background in China or Chinese is required. **{L}** 4 credits

Sabina Knight

Offered Spring 2011

CLT 252/FLS 252 Bite Me: The Cultural and Critical Uses of the Vampire

This course addresses vampire beliefs and their proliferation in cultural forms since the first legends of the undead in Europe and in cultures around the world. What have vampires been made to signify? Starting with early vampire myths and recent anthropological interpretations, we will move historically and thematically through a range of works, considering how vampires have been shaped as carriers of history and genealogy, symptoms of religious and class anxiety, central figures of postcolonial critique, polymorphous sexual identity and addiction and challengers to prevailing ideologies of gender and sexuality, HIV/AIDS and immigration as cultural invasion. Theoretical and critical readings will be central. Prerequisite: a college-level course in literature or film studies. **[L/A]** 4 credits

Ann Jones and Alexandra Keller

Offered Spring 2011

CLT 253 Literary Ecology

Literary ecology focuses on bio-social themes in literature—how human beings construct their relationship to their environment through literature and landscape art. We will read works by “nature writers,” from the Romantic poets to early ecologists like John Muir and John Burroughs, and by contemporary writers such as John McPhee and Annie Dillard. We will also analyze issues of contemporary eco-criticism and consider an expansion of the current range of canonical texts to include a broader diversity of viewpoints. **[L]** 4 credits

Ann Leone

Offered Fall 2010

JUD 258/ENG 230 American Jewish Literature

Jewish literary engagement with America, from Yiddish writing on the margins to the impact of native-born authors and critics on the post-war literary scene.

Topics include narratives of immigration; the myth of America and its discontents; the Yiddish literary world on the Lower East Side and the New York Intellectuals; ethnic satire and humor; crises of the left involving Communism, Black-Jewish relations and '60s radicalism; the Holocaust in American culture; tensions between Israel and America as “promised lands”; and the creative betrayal of folklore in contemporary fiction.

Must Jewish writing in America remain on the margins, “too Jewish” for the mainstream yet “too white” for the new multicultural curriculum? **[L]** 4 credits

Justin Cammy

Offered Spring 2011

CLT 260 Health and Illness: Literary Explorations

How do languages, social norms and economic contexts shape experiences of health and illness? How do conceptions of selfhood, sexuality, belonging and spirituality inform ideas about well-being, disease, intervention and healing? This cross-cultural literary inquiry into bodily and emotional experiences will also explore Western biomedical and traditional Chinese diagnosis and treatment practices. From despair and chronic pain to cancer, aging and death, how do sufferers and their caregivers adapt in the face of infirmity or trauma? Our study will also consider how stories and other genres can help develop resilience, compassion and hope. Enrollment limited to 19. **[L]** 4 credits

Sabina Knight

Offered Spring 2011

CLT 266 South African Literature and Film

A study of South African literature and film since 1948 in their historical, social and political contexts. How do writers and film makers of different racial and political backgrounds remember and represent the past? How do race, class, gender and ethnicity shape the ways in which they use literature and cinema to confront and resist the racist apartheid state? How do literature, film and other texts such as testimonies from the Truth and Reconciliation Commission function as complex cultural and political sites for understanding the interconnections among apartheid taxonomies, various forms of nationalisms and the often hollow post-apartheid discourse of non-racial “New South Africa?” Texts include testimonies from the Truth and Reconciliation Commission, novels such as Alan Paton’s *Cry the Beloved Country*, Mazisi Kunene’s *Mandela’s Ego*, Njabulo Ndebele’s *The Cry of Winnie Mandela*, Nadine Gordimer’s *July’s People*, J.M. Coetzee’s *Waiting for the Barbarians*, Athol Fugard’s *Tsotsi* and Zoe Wicomb’s *You Can’t Get Lost in Cape Town*. We will also analyze films such as *Cry the Beloved Country*, *Sarafina!*, *Tsotsi*, *Cry Freedom* and *South Africa Belongs to Us*. (E) **[L]**

Katwiwa Mule

Offered Spring 2011

ENG 266 Lovers, Goddesses, Talking Animals: The Classical Literature of India

An introduction to India’s classical literature in translation, mainly from the Sanskrit language. Masterworks in the principal genres from 500 B.C. to the 11th century, focusing on genre, themes (kingship, love, nature, gender, ethics), literary theory and criticism and

comparative perspectives from other world literatures. Readings include: classical drama and performance (Kalidasa's *Shakuntala and the Right of Recollection*, Bharata's treatise *Natyasastra*); the long poem *The Wedding of the Goddess*; Sanskrit and Tamil lyric poems of love, war, wisdom and the aesthetics of landscape; *Panchatantra* animal fables; and adventure tales (*Oceans of Rivers of Story*). (E) WI {L} 4 credits
Indira Peterson (*Mount Holyoke*)

Offered Fall 2010

CLT 268 Transnational Latina Feminisms

This course examines the last twenty years of Latina writing in this country while tracing the Latin American roots of many of the writers. Constructions of ethnic identity, gender, Latinidad, "race," class, sexuality and political consciousness are analyzed in light of the writers' coming to feminism. Texts by Esmeralda Santiago, Gloria Anzaldúa, Sandra Cisneros, Judith Ortiz Cofer, Denise Chávez, Demetria Martínez and many others are included in readings that range from poetry and fiction to essay and theatre. Knowledge of Spanish is not required, but will be useful. {L} 4 credits

Nancy Saporta Sternbach

Offered Spring 2011

CLT 295 Modern Short Stories

How 20th-century writers in Europe, America and Japan developed old kinds of narrative—the tale, the comic sketch, the parable, the legend—into one of the most flexible, expressive and ambitious of modern literary form: the short story. Writings by Kipling, Chekhov, Akutagawa, Mansfield, Hemingway, Kafka, Joyce, Lawrence, Mann, Paley, Borges and Levi. Not open to first-year students. {L} 4 credits

Jefferson Hunter

Offered Spring 2011

CLT 298 Cultures of the Book: Reading, Writing and Printing in Early Modern Europe

This course will draw upon the rich resources of the Mortimer Rare Book Room to explore the making, remaking, dissemination and reading of texts from the 14th to the 21st centuries. Focusing upon primary materials from bibles to poems and plays, we will explore letter forms and fonts; permanent and erasable writing supports from wax tablets to Kindles; the interaction of manuscript and print; the relations between image and text; the implications of printing for the format of books; binding and the making of books; methods of reading and interpreting texts. The central

question we will address is how changing technologies reshape and transform texts. Enrollment limited to 15. To be offered once only. (E) {L} 4 credits

Peter Stallybrass (*Kennedy Professor in Renaissance Studies*)

Offered Fall 2010

Advanced Courses

CLT 305 Studies in the Novel

Topic: The Postmodern Novel. Why is it that vision and light (as in the expression, "I see" or "This throws light on") have become metaphors for understanding? Would it be possible to imagine a world through one of the so-called "minor senses" (taste, smell or hearing)? One of the many challenges postmodern authors have taken on is to question the predominance of the eye, a commonplace of Western thought at least since Aristotle. The topic will be explored both through theoretical texts and contemporary novels. Writers will include Barthes, Calvino, Suskins, Rushdie, Celati, Simon, Lanchester. {L} 4 credits

Anna Botta

Offered Fall 2010

FRN 305 French Translation in Practice

Practicum in French; must be taken simultaneously with CLT 150. Students will read short texts in translation theory, study translation techniques and strategies, compare versions of translated texts and produce their own translations of French texts. Readings and discussions conducted in French. Prerequisite: two courses in French studies at the 200-level or permission of the instructor. {L/F} 2 credits

Dawn Fulton

Offered Fall 2011

ENG 334 Servants in English and Transnational Literature and Film

Often invisible but crucial, servants in English literature have traditionally served as comic relief, go-betweens of romance, storytellers and sometimes as central characters. But what roles do they play in contemporary literature and film? What issues about modernity, class, power, sexuality, gender or family do they raise? What different responses do they evoke? This seminar will consider how writers from different cultures and times call upon the figure of the domestic servant for different purposes, and how a view from (or of) the margins can change how and what we see.

Writers include Shakespeare, Samuel Richardson, Emily Bronte, Wilkie Collins, Kazuo Ishiguro, Kiran Desai, Khaled Hosseini, Deepa Mehta. **{L}** 4 credits

Ambreen Hai

Offered Spring 2011

CLT 367 Imagined Homes: Literary Interpretations of the National Question

This course will analyze the works of 20th-century writers who belong to national or ethnic communities struggling to constitute, maintain or defend a national identity against a dominant culture and language. We will read works by Irish (both from the Republic of Ireland and from Ulster), Basque, Catalan, Puerto Rican and Palestinian authors whose attitudes toward their involvement in the national project differ greatly. Common thematic concerns to be stressed are the depiction of Home, the relationship with the dominant culture, violence and the conflict between language and traditions. We will pay special attention to the gender assumptions underlying national discourse, as well as to the reconsideration of traditional perceptions of the nation which the reality of diaspora required. **{L/H}** 4 credits

Reyes Lázaro

Offered Fall 2010

Critical Theory and Method

CLT 300 Foundations of Contemporary Literary Theory

The interpretation of literary and other cultural texts by psychoanalytic, Marxist, structuralist and post-structuralist critics. Emphasis on the theory as well as the practice of these methods: their assumptions about writing and reading and about literature as a cultural formation. Readings include Freud, Lacan, Barthes, Derrida and Foucault. Enrollment limited to 25. **{L}** 4 credits

Ann Jones

Offered Fall 2010

CLT 340 Problems in Literary Theory

A final seminar required of senior majors, designed to explore one broad issue (e.g., the body, memory and writing; exile; art about art) defined at the end of the fall semester by the students themselves. Prerequisites: CLT 202 and CLT 300 or permission of the instructor. **{L}** 4 credits

Anna Botta

Offered Spring 2011

CLT 404 Special Studies

Offered both semesters, with the permission of the instructor and of the program director. 4 credits

The Major

Requirements: 12 semester courses as follows:

1. Basis for the Major:
Any two from among the following courses as an entry into the major:
Any FYS (with a comparative focus); CLT 100 Introduction to Comparative Literature; CLT 202 Homer to Dante; CLT 203 Cervantes to Tolstoy
2. Senior Sequence:
Two seminars:
CLT 300 Foundations of Contemporary Literary Theory; CLT 340 Problems in Literary Theory
3. Other Requirements:
Two additional courses with a primary or cross-listing in comparative literature
Three courses in a non-English language literature
Three additional courses:
 - a) in a second literature which may be in translation, or
 - b) on a literary artistic theme, genre or interdisciplinary topic in CLT or other departments or programs (e.g. film studies, philosophy, art history, etc.), chosen with the adviser's approval.

Honors

Requirements: The same as those for the major, with the addition of a thesis (430), to be written in both semesters of the senior year.

Director: Sabina Knight

CLT 430d Honors Project

Requirements: The same as those for the major, with the addition of a thesis to be written in both semesters of the senior year. A full draft of the thesis is due on the first Friday of March. The final draft is due mid April, to be followed by an oral presentation and discussion of the thesis. For more detailed requirements, see the CLT Web site, at the end of the list of courses. 8 credits
Full-year course; offered each year

Director of Study Abroad: Anna Botta

Computer Science

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

^{**2} Joseph O'Rourke, Ph.D., *Chair*
Ileana Streinu, Ph.D.

Associate Professors

Dominique F. Thiébaud, Ph.D.
^{*1} Judy Franklin, Ph.D.

Judith Cardell, Ph.D.
Nicholas Howe, Ph.D.

Assistant Professor

^{**1} Eitan Mendelowitz

Five computer science courses have no prerequisites. These are CSC 102 (How the Internet Works), CSC 103 (How Computers Work), FYS 164 (Issues in Artificial Intelligence), CSC 106 (Introduction to Computing and the Arts), and CSC 111 (Introduction to Computer Science Through Programming). Students who contemplate a major in computer science should consult with a major adviser early in their college career.

102 How the Internet Works

An introduction to the structure, design and operation of the Internet, including the electronic and physical structure of networks; packet switching; how e-mail and Web browsers work, domain names, mail protocols, encoding and compression, http and HTML, the design of Web pages, the operation of search engines, beginning JavaScript; CSS. Both history and societal implications are explored. Prerequisite: basic familiarity with word processing. Enrollment limited to 35. The course will meet for half of the semester only. **{M}** 2 credits

Nicholas Howe, Fall 2010, Spring 2011
Offered second half of the semester

103 How Computers Work

This introductory course provides students with a broad understanding of computer hardware, software and operating systems. Topics include the history of computers; logic circuits; major hardware components and their design, including processors, memory, disks, and video monitors; programming languages and their role

in developing applications; and operating system functions, including file system support and multitasking, multiprogramming, and timesharing. Weekly labs give hands-on experience. Enrollment limited to 35. **{M}** 2 credits

Nicholas Howe, Fall 2010
Dominique Thiébaud, Spring 2011
Offered first half of the semester

105 Interactive Web Documents

A half-semester introduction to the design and creation of interactive environments on the World Wide Web. Focus on three areas: 1) Web site design; 2) JavaScript; 3) Embedded multimedia objects. Enrollment limited to 35. Prerequisites: CSC 102 or equivalent competency with HTML. **{M}** 2 credits

Nicholas Howe, Fall 2010
Offered first half of the semester

106 Introduction to Computing and the Arts

This introductory course will explore computation as an artistic medium, with creative approaches to computer programming as the central theme. Through readings, viewing, group discussion, labs, projects, critiques, and guest artist/researcher presentations, we will examine a range of computational art practices, while developing a solid foundation in basic computer programming approaches and techniques. Enrollment limited to 15. (E) **{A}** 4 credits

Eitan Mendelowitz
Not offered 2010–11

107 Server Scripting for the Web

An introduction to principles and practice of server-side scripting using PHP, including form processing, content customization, and MySQL database interaction. Assumes familiarity with HTML. Web development and some other form of scripting (such as Javascript) or general programming. Enrollment limited to 35. Prerequisite: CSC 105 or by permission of instructor. (E)

{M} 2 credits

Nicholas Howe, Fall 2010

Offered second half of the semester

111 Introduction to Computer Science Through Programming

Introduction to a block-structured, object-oriented high-level programming language. Will cover language syntax and use the language to teach program design, coding, debugging, testing and documentation. Procedural and data abstraction are introduced. Enrollment limited to 48; 24 per lab section. **{M}** 4 credits

Eitan Mendelowitz, Fall 2010

Judith Cardell and Joseph O'Rourke, Spring 2011

Offered both semesters each year

CSC 205/MTH 205 Modeling in the Sciences

This course integrates the use of mathematics and computers for modeling various phenomena drawn from the natural and social sciences. Scientific topics, organized as case studies, will span a wide range of systems at all scales, with special emphasis on the life sciences. Mathematical tools include elementary data analysis, discrete and continuous dynamical systems and Markov chains. The course will use scientific software such as Mathematics or MATLAB, and will provide elementary training in programming. Prerequisites: MTH 112 or MTH 114. CSC 111 recommended. Enrollment limited to 20. **{M}** 4 credits

Christophe Golé

Offered Spring 2011

212 Programming With Data Structures

Explores elementary data structures (linked lists, stacks, queues, trees, graphs) and algorithms (searching, sorting) in a variety of contexts, including event-driven applications with a graphical user interface. Emphasizes object-oriented programming throughout, using the Java programming language. Prerequisite: CSC 111. Enrollment limited to 35. **{M}** 4 credits

Nicholas Howe, Spring 2011

Offered every spring semester

220 Advanced Programming Techniques

Focuses on several advanced programming environments, with a project for each. Includes object-oriented programming, graphical user interfaces (GUIs) under Windows and/or Linux, and principles of software engineering. Topics include Java's GUI swing package, and its methods for listening for events and creating threads to dispatch events, tools for C++ code development, database query languages, and programming in Python. Prerequisite: 212. **{M}** 4 credits

Dominique Thiébaud

Offered Fall 2010

231/EGR 250 Microprocessors and Assembly Language

An introduction to the architecture of the Intel Pentium class processor and its assembly language in the Linux environment. Students write programs in assembly and explore the architectural features of the Pentium, including its use of the memory, the data formats used to represent information, the implementation of high-level language constructs, integer and floating-point arithmetic, and how the processor deals with I/O devices and interrupts. Prerequisite: 212 or permission of the instructor. **{M}** 4 credits

Dominique Thiébaud, Fall 2010

Offered every fall semester

240 Computer Graphics

Covers two-dimensional drawings and transformations, three-dimensional graphics, lighting and colors, game design, perspective, curves and surfaces, ray tracing. Employs Postscript, C++, GameMaker, POV-ray, and radiosity. The course will accommodate both CS majors, for whom it will be programming intensive, and other students with less technical expertise, by having two tracks of assignments. Prerequisites for CSC major credit: CSC 111 and MTH 111 or permission of the instructor; otherwise, CSC 111 or permission of the instructor. **{M}** 4 credits

Joseph O'Rourke, Fall 2010

Offered every fall semester

249 Computer Networks

This course introduces fundamental concepts in the design and implementation of computer communication networks, their protocols, and applications. Topics to be covered include: layered network architecture, physical layer and data link protocols, and transport protocols, routing protocols and applications. Most case studies will be drawn from the Internet TCP/IP

protocol suite. Prerequisites: CSC 111 and MTH 153.

{M} 4 credits

Judith Cardell

Not offered 2010–11

250 Theoretical Foundations of Computer Science

Automata and finite state machines, regular sets and regular languages; push-down automata and context-free languages; linear-bounded automata; computability and Turing machines; nondeterminism and undecidability. Perl is used to illustrate regular language concepts. Prerequisites: 111 and MTH 153. **{M}** 4 credits

Judy Franklin, Spring 2011

Offered every spring semester

252 Algorithms

Covers algorithm design techniques (“divide-and-conquer,” dynamic programming, “greedy” algorithms, etc.), analysis techniques (including big-O notation, recurrence relations), useful data structures (including heaps, search trees, adjacency lists), efficient algorithms for a variety of problems, and NP-completeness. Prerequisites: 212, MTH 111, MTH 153. **{M}** 4 credits

Ileana Streinu

Not offered 2010–11

260 Programming Techniques for the Interactive Arts

Through analysis of existing computational art and synthesis of original works, this course will expose students to real-time graphics, data-visualization, human-computer interaction, sensor networks, pervasive computing, and physical computing. Weekly programming exercises will serve to reinforce concepts from lectures and build a personal aesthetic. Students will also be required to complete readings, a presentation, and a final project. This project will challenge the student conceptually, technically, and aesthetically. Prerequisites: CSC 111 and either of CSC 212 or CSC 240 or permission of instructor. Students majoring in the visual or performing arts who have programming experience are encouraged to enroll, pending instructor's permission. **{A/M}** 4 credits

Eitan Mendelowitz

Not offered 2010–11

262 Introduction to Operating Systems

An introduction to the functions of an operating system and their underlying implementation. Topics include file systems, CPU and memory management, concurrent communicating processes, deadlock, and access

and protection issues. Programming projects will implement and explore algorithms related to several of these topics. Prerequisite: 231. **{M}** 4 credits

Nicholas Howe

Not offered 2010–11

270/EGR 251 Digital Circuits and Computer Systems

This class introduces the operation of logic and sequential circuits. Students explore basic logic gates (and, or, nand, nor), counters, flip-flops, decoders, microprocessor systems. Students have the opportunity to design and implement digital circuits during a weekly lab. Prerequisite: 231. Enrollment limited to 12. **{M}** 4 credits

Dominique Thiebaut

Offered Spring 2011

274 Computational Geometry

Explores the design and analysis of data structures and algorithms for solving geometric problems, with applications to robotics, pattern recognition and computer graphics. Topics include polygon partitioning, convex hulls, Voronoi diagrams, arrangements of lines, geometric searching, and motion planning. Students will have a choice between writing several programs, or exploring theoretical questions. Prerequisites: MTH 153, and either 212 or MTH 211. **{M}** 4 credits

Not offered in 2010–11

290 Introduction to Artificial Intelligence

An introduction to artificial intelligence including an introduction to artificial intelligence programming. Topics covered include game playing and search strategies, machine learning, natural language understanding, neural networks, genetic algorithms, evolutionary programming, philosophical issues. Prerequisites for CSC major credit: CSC 212, MTH 111 or permission of the instructor; otherwise, CSC 111 or permission of the instructor. **{M}** 4 credits

Joseph O'Rourke

Not offered in 2010–11

334 Seminar: Topics in Computational Biology

Topic: Bio-Geometry of Proteins. Computational biology is a rapidly emerging multidisciplinary field that uses techniques from computer science, applied mathematics and statistics to address problems inspired by biology. This seminar will expose the students to a variety of topics of current interest in molecular computing and bioinformatics. The focus of the Fall 2008 offering of this course was the bio-geometry of proteins. Proteins

are the building blocks of life, as well as marvelous objects to study mathematically and computationally. Topics covered include modeling, visualization, structure determination, flexibility, motion, folding and evolution of proteins, using geometric, algorithmic and physical simulation methods. Background in molecular biology is not a prerequisite. Prerequisites: CSC 111, 212, Calculus or permission of the instructor for computer science majors. Biochemistry majors are encouraged to participate. Enrollment limited to 12.

{M/N} 4 credits

Ileana Streinu

Not offered in 2010–11

352 Seminar in Parallel Programming

This course examines the state of the art and practice in parallel and distributed computing and exposes students to the challenges of developing distributed applications. It deals with the fundamental principles in building distributed applications using C and C++, and parallel extensions to these languages. Topics will include process and synchronization, multithreading, Remote Method Invocation (RMI) and distributed objects. Prerequisites: 212 and 252. **{M}** 4 credits

Dominique Thiébaud

Not offered 2010–11

353 Seminar in Robotics

A seminar introduction to Robotics. Topics include basic mechanics, electronics and sensors, basic kinematics and dynamics, configuration space, motion planning, robot navigation and self-reconfiguring robots. Projects will include computer simulations and programming existing and student-built robots. Prerequisites: CSC 212, 231, Calculus, Discrete Math or permission of the instructor. **{M}** 4 credits

Ileana Streinu

Offered Fall 2010

354 Seminar in Digital Sound and Music Processing

Focuses on areas of sound/music manipulation that overlap significantly with computer science disciplines. Topics are digital manipulation of sound; formal models of machines and languages to analyze and generate sound and music; algorithms and techniques from artificial intelligence for music composition and music database retrieval; and hardware aspects such as time-dependence. This is a hands-on course in which music is actively generated via programming projects and includes a final installation or demonstration.

Prerequisites are 111, 212 and 250 or permission of the instructor. 4 credits

Judy Franklin

Offered Spring 2011

364/EGR 354 Computer Architecture

Offers an introduction to the components inside computers, for students who wish to understand how these different components work and how they interconnect. The goal of the class is to present as completely as possible the nature and characteristics of modern-day computers. Topics covered include the interconnection structures inside a computer, internal and external memories, hardware supporting input and output operations, computer arithmetic and floating point operations, the design of and issues related to the instruction set, architecture of the processor, pipelining, microcoding and multiprocessors. Prerequisites: 270 or 231. **{M}** 4 credits

Dominique Thiébaud

Not offered in 2010–11

370 Computer Vision and Image Processing

Explores the challenge of computer vision through readings of original papers and implementation of classic algorithms. This seminar will consider techniques for extracting useful information from digital images, including both the motivation and the mathematical underpinnings. Topics range from low-level techniques for image enhancement and feature detection to higher-level issues such as stereo vision, image retrieval and segmentation of tracking of objects.

Prerequisites: CSC 212, MTH 153. **{N}** 4 credits

Nicholas Howe

Not offered in 2010–11

Cross-listed and Interdepartmental Courses

FYS 164 Issues in Artificial Intelligence

An introduction to several current issues in the area of artificial intelligence, and their potential future impact on society. We start by exploring the nature of intelligent behavior and whether it is equivalent to rational thought. Deep philosophical questions are explored through the increasingly sophisticated game-playing capabilities of computers. Next we turn to learning and discovery by computers, and investigate fuzzy logic,

neural networks and genetic algorithms. Finally we discuss embodied intelligence, and in particular, robotics: its current state and its future prospects. Here there are serious implications for laborers as well as deep ethical issues. Prerequisites: Fluency with computers, including basic Web searching skills. Four years of high school mathematics recommended. No programming experience necessary. Enrollment limited to 16. WI **(M)** 4 credits

Joseph O'Rourke

Offered Fall 2010

400 Special Studies

For majors, by arrangement with a computer science faculty member.

Variable credit as assigned

Offered both semesters each year

The Major

Advisers: Judith Cardell, Judy Franklin, Nicholas Howe, Eitan Mendelowitz, Joseph O'Rourke, Ileana Streinu, Dominique Thiébaud

Requirements: 11 semester courses (44 graded credits) including:

PENDING CAP APPROVAL

1. **Introductory:** (4 credits) (note, restrictions apply)
CSC 102, 103, 105, 106 or FYS 164 or a 200+-level CSC or MTH course.

Restrictions:

CSC 102 may not count after taking CSC 249
CSC 103 may not count after taking CSC 231
CSC 106 may not count after taking CSC 260

2. **Core** (16 credits)
CSC 111, 212, 231, 250
3. **Mathematics** (8 credits)
 - a. One of MTH 111, MTH 114, MTH 125, MTH 205, MTH 212; or LOG 100
 - b. MTH 153
4. **Intermediate** (12 credits)
 - a. One CSC **Theory**
 - b. One CSC **Software**
 - c. One CSC **Systems**

5. Seminar (4 credits)

One additional 300-level course

<i>Course</i>	<i>Theory</i>	<i>Programming</i>	<i>Systems</i>
CSC 220 (Adv. Prog)		X	
CSC 240 (Graphics)	X	X	
CSC 249 (Networks)			X
CSC 252 (Algorithms)	X		
CSC 262 (Op Sys)		X	X
CSC 260 (Prog Arts)		X	
CSC 270 (Circuits)			X
CSC 274 (Comp Geom)	X	X	
CSC 290 (AI)	X	X	
CSC 249 (Networks)			X
CSC 293 (Compilers)	X	X	
ENG 321 (Dig. Sig. Proc.)			X
CSC 334 (Comp. Bio.)	X	X	
CSC 352 (Parallel Prog.)		X	X
CSC 353 (Robotics)		X	X
CSC 354 (Music)	X	X	
CSC 364 (Architecture)			X
CSC 370 (Vision)	X	X	
CSC 390 (AI seminar)	X		

The Minor

Students may minor in computer science by fulfilling the requirements for one of the following concentrations or by designing, with department approval, their own sequence of six courses, which must include 111 and 212 and one 300-level course.

1. Theory (six courses)

Advisers: Nick Howe, Judy Franklin, Joseph O'Rourke, Ileana Streinu

This minor is appropriate for a student with a strong interest in the theoretical aspects of computer science.

Required courses:

111 Introduction to Computer Science Through Programming

212 Programming With Data Structures

Two distinct 200- or 300-level courses designated as Theory

One other 200- or 300-level course

One CSC 300-level course designated Theory (and not among those satisfying the previous requirements).

2. Programming (six courses)

Advisers: Judith Cardell, Judy Franklin, Eitan Mendelowitz, Nick Howe, Ileana Streinu, Dominique Thiébaud

This minor is appropriate for a student with a strong interest programming and software development.

Required courses:

- 111 Introduction to Computer Science through Programming
- 212 Programming with Data Structures
- Two distinct 200- or 300-level courses designated as Programming
- One other 200- or 300-level course
- One CSC 300-level course designated Programming (and not among those satisfying the previous requirements).

3. Systems (six courses)

Advisers: Judith Cardell, Judy Franklin, Dominique Thiébaud

This minor is appropriate for a student with a strong interest in computer systems, computer engineering and computing environments.

Required courses:

- 111 Introduction to Computer Science through Programming
- 212 Programming with Data Structures
- Two distinct 200- or 300-level courses designated as Systems
- One other 200- or 300-level course
- One CSC 300-level course designated Systems (and not among those satisfying the previous requirements).

4. Computer Science and Language (six courses)

Adviser: Eitan Mendelowitz, Joseph O'Rourke

The goal of this minor is to provide the student with an understanding of the use of language as a means of communication between human beings and computers.

Required courses:

- 111 Introduction to Computer Science through Programming
- 212 Programming with Data Structures

250 Theoretical Foundations of Computer Science
Two of:

- 280 Topics in Programming Languages
 - 290 Introduction to Artificial Intelligence
 - 293 Introduction to Translators and Compiler Design
 - 294 Computational Linguistics
- One of:
- 390 Seminar in Artificial Intelligence
 - 354 Seminar in Digital Sound and Music Processing

5. Mathematical Foundations of Computer Science (six courses)

Adviser: To be announced

The goal of this minor is the study of algorithms, from the points of view of both a mathematician and a computer scientist, developing the correspondence between the formal mathematical structures and the abstract data structures of computer science.

Required courses:

- 111 Introduction to Computer Science through Programming
- 212 Programming With Data Structures
- 250 Theoretical Foundations of Computer Science
- One of:
- 252 Algorithms
- 274 Computational Geometry
- MTH 254 Combinatorics
- MTH 353 Advanced Topics in Discrete Applied Mathematics

6. Digital Art (six courses equally balanced between Computer Science and Art)

Adviser: Judy Franklin, Eitan Mendelowitz, Joseph O'Rourke

This minor is designed to accommodate students who desire both grounding in studio art and the technical expertise to express their art through digital media requiring mastery of the underlying principles of computer science.

Three computer science courses are required. The CSC 102+105 sequence on the Internet and Web design provide the essentials of employing the Internet and the Web for artistic purposes; CSC 111 Introduction to

Computer Science Through Programming includes a more systematic introduction to computer science, and the basics of programming; and CSC 240 Computer Graphics gives an introduction to the principles and potential of graphics, 3D modeling and animation. (Students with the equivalent of CSC 111 in high school would be required to substitute CSC 212 instead).

Three art courses are required. ARH 101 will provide the grounding necessary to judge art within the context of visual studies. ARS 162 Introduction to Digital Media introduces the student to design via the medium of computers, and either ARS 263 Intermediate Digital Media or ARS 361 Digital Multimedia provides more advanced experience with digital art.

#	Dept	Number	Title	Credits	Preq.
1	CSC	102	How the Internet Works	2	none
	CSC	105	Interactive Web Documents	2	CSC 102
2	CSC	111	Introduction to Computer Science Through Programming	4	None
	CSC	212	Programming with Data Structures	4	CSC 111
3	CSC	240	Computer Graphics	4	CSC 102 or CSC 111
4	ARH	101	Approaches to Visual Representation	4	none
5	ARS	162	Introduction to Digital Media	4	none
	IDP	130	Introduction to Media Arts and Technology	4	none
6	ARS	263	Intermediate Digital Media	4	ARS 162 or
	ARS	361	Interactive Digital Multimedia	4	ARS 162

On an ad hoc approval basis, substitution for one or more of the required courses would be permitted by various relevant Five-College courses, including those in the partial list below.

School	Number	Title
Smith	DAN 377	Expressive Technology and Movement
Hampshire	CS 0174	Computer Animation I

Hampshire	CS 0334	Computer Animation II
Mount Holyoke	CS 331	Graphics
UMass	ART 397F	Digital Imaging: Offset Litho
UMass	ART 397F	Digital Imaging: Photo Etchg
UMass	ART 397L	Digital Imaging: Offset Litho
UMass	ART 697F	Digital Imaging: Photo Etchg
UMass	EDUC 591A	3D Animation and Digital Editing
UMass	CMPSCI391F	Graphic Communications
UMass	CMPSCI 397C	Interactive Multimedia Production
UMass	CMPSCI397D	Interactive Web Animation

7. Digital Music (six courses equally balanced between Computer Science and Music)

Adviser: Judy Franklin, Eitan Mendelowitz, Joseph O'Rourke

This minor is designed to accommodate students who desire both grounding in music theory and composition and the technical expertise to express their music through digital media that requires mastery of the underlying principles of computer science.

Three computer science courses are required. CSC 111 Introduction to Computer Science Through Programming includes a systematic introduction to computer science, and the basics of programming concepts. CSC 212 Programming With Data Structures includes study of data structures, algorithms and a study of recursion and the object-oriented programming paradigm. The programming goals of portability, efficiency and data abstraction are emphasized. One of CSC 220 or CSC 250. CSC 220 Advanced Programming Techniques focuses on several advanced programming environments and includes object-oriented programming, graphical user interfaces (GUIs), and principles of software engineering. CSC 250 Theoretical Foundations of Computer Science concerns the mathematical theory of computing and examines automata and finite state machines, regular sets and regular languages; push-down automata and context-free languages; computability and Turing machines.

Three music courses are required. MUS 110 Analysis and Repertory is an introduction to formal analysis and tonal harmony, and a study of familiar pieces in the standard musical repertory. Regular written exercises in harmony and critical prose. MUS 111 may be substituted for students entering with the equivalent of 110. One of MUS 233 or MUS 212. MUS 233 Composition covers basic techniques of composition, including melody, simple two-part writing and instrumentation. The course includes analysis of representative literature. MUS 212 20th-Century Analysis is the study of major developments in 20th-century music. Writing and analytic work including non-tonal harmonic practice, serial composition and other musical techniques. (Prerequisite: MUS 111 or permission of the instructor). One of MUS 345 or CSC 354 (cross-listed in the music department). MUS 345 Electro-Acoustic Music is an introduction to musique concrete, analog synthesis, digital synthesis and sampling through practical work, assigned reading and listening. CSC 354 Seminar on Digital Sound and Music Processing includes areas of sound/music manipulation such as digital manipulation of sound, formal models of machines and languages used to analyze and generate sound and music, and algorithms and techniques from artificial intelligence for music composition.

These requirements are summarized in the table below:

#	Dept	Number	Title	Credits	Req.
1	CSC	111	Introduction to Computer Science Through Programming	4	none
2	CSC	212	Programming With Data Structures	4	CSC 111
3	CSC	220	Advanced Programming	4	CSC 212 or
	CSC	250	Theoretical Foundations of Computer Science	4	CSC 111, MTH 153
4	MUS	110	Analysis and Repertory	5	none
5	MUS	233	Composition	4	MUS 110 or
	MUS	212	20th-Century Analysis	4	MUS 111
6	MUS	345	Electro-Acoustic Music	4	MUS 110 MUS 233 Permission or
	CSC	354	Seminar on Digital and Music Processing Sound	4	CSC 212 CSC 250 or 23 or 231 Permission

On an ad hoc approval basis, substitution for one or more of the required courses would be permitted by various relevant Five-College courses, including those in the partial list below.

School	Number	Title
Amherst	Mus 65	Electroacoustic Composition
Hampshire	HACU-0290-1	Computer Music
Mt. Holyoke	Music 102f	Music and Technology
UMass	Music 585	Fundamentals of Electronic Music
UMass	Music 586	MIDI Studio Techniques

Honors

Director: Joseph O'Rourke

430d Honors Project

8 credits

Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Concentrations

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

What is a concentration? It's not a major and it's not a minor. Concentrations are taken in addition to a major and enable students to integrate coursework and work outside the classroom, such as internships, service learning and independent research, to address a complex topic that cuts across different fields. The first two, museum studies and archives, invite students, faculty members and staff to work together in collections that are unique: the Smith Museum of Art and the Sophia Smith Collection, the College Archives and the Rare Book Room. Two new concentrations will be offered in 2010–11: Biomath and Poetry. Students are admitted to concentrations through an application process; places are limited to 12–15 students per class year.

Every concentration has one or more gateway courses that introduce students to the major questions or methods that define the topic. These courses, such as MUX 118 History and Critical Issues of Museums or ARX 141 What I Found in the Archives, are open to all students.

Each concentration identifies:

- 1) a number of courses at Smith or in the Five Colleges from which students choose four or five, with the help of her adviser;
- 2) internships or service learning experiences that satisfy a requirement to complete two practical learning experiences; and
- 3) a Capstone experience such as a seminar or a guided independent project that culminates in a public presentation, usually at the Collaborations showcase in the spring.

Archives Concentration

Member of the ARX advisory committee for 2009–12

Kelly Anderson
Lale Burk
Justin Cammy
Maida Goodwin
Karen Kukil
Dana Leibsohn

Richard Millington
Sherrill Redmon
Susan Van Dyne
Nanci Young
Ann Zulawski

Members of the Archives Advisory Committee serve as advisers to students in approving course selection and internships and may be consultants to independent research projects in the senior seminar.

Requirements

The Archives Concentration is open to any student by application (see www.smith.edu/archives for deadlines and application process). These are the requirements:

1. a “gateway” course (either ARX 140 or 141)
2. four existing courses offered in departments or programs, which involve significant archival research, approved by the ARX advisory committee (see list on Web site)
3. the senior capstone seminar, involving an independent research project
4. two practical experiences or internships

Gateway courses

ARX 140j Exploring the Archives

Exploring the Archives is a behind-the-scenes introduction to the roles archives play in our understanding of the past. Through an introduction to basic archival theory and field trips to a variety of local archives, we will examine how different factors such as constituent users, available funding, and institutional mission shape different repositories. Students will experiment with methods for publicizing and interpreting archives and the materials they preserve. The field trips will also allow class members to explore potential internship opportunities. Requirements include readings, web research, in-class participation, and short assignments. Enrollment limited to 15 with priority given to archives concentrators. Graded S/U only. (E) **(H/S)** 2 credits
Maida Goodwin

Offered January 2011, January 17–28, 9 a.m. to noon, involves fieldtrips

ARX 141 What I Found at the Archives

An introduction to the theoretical and practical questions of building archives as well as a sampling of the surprising insights produced by archival research. The seven-week lecture series will highlight archival discoveries made by faculty researchers, both the eureka moments of personal discovery and the ways archival research enriches and often significantly revises existing narratives or scholarly interpretations. Professional archivists and public historians will reflect on contemporary directions and challenges in their fields. Weekly readings and several short essays. Elected S/U only. This course serves as a gateway to the archives concentration. (E) **[H]** 1 credit

Susan Van Dyne, Director

Offered Spring 2011

Seven-week lecture series, offered Thursday 7:30–9:30 p.m.

Electives

All offered during interterm for 1 credit, S/U only

ARX 100j Mini Archives Course

Graded S/U. Enrollment limited to 25. (E) 1 credit

Offered Interterm

Section 01: Research in the Virginia Woolf Collection

This course will work intensively with Smith College's Virginia Woolf archives, drawing chiefly from the Frances Hooper Collection of Virginia Woolf Books and Manuscripts and the Elizabeth P. Richardson Bloomsbury Iconography Collection. We will analyze various kinds of archival materials, including family photographs, first editions from Virginia and Leonard Woolf's innovative Hogarth Press, literary manuscripts, and several collections of letters. Students will work independently with a range of documents, considering especially the relation of their physical details and condition to their content (the images or words). Enrollment limited to 10 (capacity of Mortimer Rare Book Room). (E)

Cornelia Pearsall

Not offered Interterm 2011

Section 02: From Subjects of Reform to Agents for Social Change: Working Women in the Industrial Program of the YWCA

Through hands-on research with primary sources from records of the YWCA, we will consider how work-

ing women in the decade from 1910 to 1920 used the Y to transform the national organization and their own lives and working conditions. How the YWCA's strategies—education of single working girls at risk in low-wage factory jobs; cross-class organizations; and building local, regional, and national federations—provided the tools for working women to become leaders, labor-organizers and educators of the middle-class professional staff of the Y to embrace labor activism as central to their mission. Focus on the decade leading up to a national conference in 1919 in which working women of the Industrial Program and their allies, the Program Secretaries, won the support of the national organization of the YWCA to become advocates for social change through political action. Enrollment limited to 25. (E)

Susan Van Dyne

Offered Interterm 2011

January 10–14, 10:30 a.m.–12 noon, plus at least two hours a day in the SSC

Section 03: Editing Sylvia Plath's Correspondence

This course will teach students how to edit correspondence. Focusing on the Sylvia Plath Collection in the Mortimer Rare Book Room, students will read and edit Plath's unpublished letters to her Smith College friends. Technical aspects related to the editing of a text will be discussed, including transcription and emendation. Plath's poetry and prose manuscripts, journals, annotated library, and other biographical material will also be considered during the course, as well as her papers in the Smith College Archives. Each student will be required to transcribe and edit one letter from the Sylvia Plath Collection. Whenever possible, footnotes will be based upon primary sources. Graded S/U only. Enrollment limited to 15. (E)

Karen Kukil

Offered Interterm 2011

January 17–21, two hours a day

ARX 340 Capstone Seminar for the Archives Concentration

The capstone seminar brings together a cohort of concentrators to explore contemporary issues at the intersection of archives and public history. The seminar readings will focus each week on case studies about contemporary controversies in interpretation and dissemination that explore the competing uses of the past made by various groups. The readings also encourage students to ask expansively "what counts as an

archive?" In addition, each concentrator will complete an independent project that draws upon concentrators' own expertise developed through their coursework and their practical experiences. Open only to students in the Archives Concentration. Enrollment limited to 15. **[H]**
4 credits

Susan Van Dyne

Offered Fall 2010

Concentration in the Bio-Mathematical Sciences

Directors: Robert Dorit (BIO), Christophe Golé (MTH, acting director in 2010–11), Ileana Streinu (CSC)

Coordinator: Denise Lello (BIO)

Advisory committee: Directors, coordinator and David Smith (BIO), Nicholas Horton (MTH)

Faculty participants: Michael Barresi (BIO), Rob Dorit (BIO), Christophe Golé (MTH), Andrew Guswa (ENG), Katherine Halvorsen (MTH), Mary Harrington (MTH), Nicholas Horton (MTH), David Smith (BIO), Ileana Streinu (CSC), Cristina Suarez (CHM), Susan Voss (ENG)

Purpose

This concentration allows students to integrate the study of mathematics, statistics, computer science and engineering with biology, biochemistry and neuroscience. In addition to the capstone (see below), the concentration includes two hands-on research experiences in labs that use the tools of the mathematical and computer sciences to parse the meaning of biological phenomena. Students apply by the end of their sophomore year. Applications are due in late March (March 25 in 2011) to allow decisions before the advising period. For more information, see www.smith.edu/biomath.

Requirements

- 1) The Biomath Gateway course: MTH/CSC 205 Modeling in the Sciences
- 2) Four electives, in a bio-math related subject (most in a discipline complementary to the student's major, e.g., a student majoring in mathematical sciences would emphasize biological science electives while a student majoring in biological sciences would choose math electives.)
- 3) Two research experiences (2-credit research project, summer project, professional internship)

- 4) A capstone experience (BIO 334 Bio-informatics, CSC 334 Computational Biology, MTH 364, Topic: Dynamical systems with application in Biology or an honors thesis)

Gateway Course (required for the concentration):

MTH/CSC 205 (Modeling for the Sciences) (offered Spring 2011) (taught by Christophe Golé and Ileana Streinu)

This course integrates the use of mathematics and computers for modeling various phenomena drawn from the natural and social sciences. Scientific topics, organized as case studies, will span a wide range of systems at all scales, with special emphasis on the life sciences. Mathematical tools include elementary data analysis, discrete and continuous dynamical systems and Markov chains. The course will use scientific software such as Mathematica or MATLAB, and will provide elementary training in programming. Prerequisite: MTH 112 or 114. CSC 111 recommended. For sample course plans, please refer to the concentration Web page: www.smith.edu/biomath.

Museums Concentration

The Museums Concentration gives students a foundation in the history of museums and the critical issues they engage. Through a combination of academic coursework, practical experience and independent research, students learn about institutions that shape knowledge and understanding through the collection, preservation, interpretation and display of artworks, artifacts, manuscripts and archives, and historic sites. The Museums Concentration supports the study of material culture within a broad range of scholarly disciplines and allows students to explore areas of professional practice through meaningful connections with museums locally, regionally, nationally, and internationally. The Museums Concentration draws on the educational resource of the Smith College Museum of Art's collection of more than 23,000 original works of art, on the expertise of its professional staff, and on the exceptional academic programs of Smith College and the Five Colleges that support learning in this area.

For more information see www.smith.edu/museums

Museums Concentration Advisory Committee

Jessica Nicoll, Director
 Martin Antonetti
 Brigitte Buettner
 Lâle Burk
 Rosetta Cohen
 David Dempsey
 Aprile Gallant
 Dana Leibsohn
 Richard Millington
 Ann Musser
 Fraser Stables
 Frazer Ward

Required Courses

MUX 118 History and Critical Issues of Museums
 (2-credit lecture course)
 MUX 300 Museums Concentration Research Capstone

Courses Recommended for Museums Concentration Credit

These are courses that have been offered over the past several years and are relevant to the Museums Concentration. Consult the course catalogue for current availability. Other courses are eligible with adviser approval.

American Studies

AMS 221 Colloquium: New England Material Culture, 1860–1940
 AMS 302 Seminar: The Material Culture of New England, 1630–1860
 AMS 411 Exhibiting Culture: An Introduction to Museum Studies in America
 (4 credits; open only to members of the Smithsonian Internship Program)

Anthropology

ANT 13 Introduction to Archaeology
 ANT 234 Culture, Power and Politics
 ANT 249 Visual Anthropology
 ANT 253 Introduction to East Asian Societies and Cultures
 ANT 258 Performing Culture
 ANT 259 Writing Cultures

Art History

All art history courses can count toward the Museums Concentration; the following are recommended selections.

ARH 101 The Lives of Objects
 ARH 140 Introduction to Art History: Western Traditions
 ARH 260 Art Historical Studies: Museums by Artists
 ARH 292 The Art and History of the Book
 ARH 293 The Artist's Book in the 20th century
 ARH 294 Art History—Methods, Issues, Debates

Studio Art

ARS 162 Introduction to Digital Media
 ARS 163 Drawing I
 ARS 164 Three-Dimensional Design
 ARS 171 Introduction to the Materials of Art

Chemistry

CHM 100 Perspectives in Chemistry: Chemistry of Art Objects
 CHM 111 Chemistry I: General Chemistry
 CHM 118 Advanced General Chemistry

Classical Languages and Literature

CLS 215 Discovering Greece Through Material Culture From the Bronze Age to the Hellenistic East
 CLS 227 Classical Mythology

Computer Science

CSC 106 Introduction to Computing and the Arts

Education and Child Study

EDC 235 Child and Adolescent Growth and Development
 EDC 238 Educational Psychology
 EDC 305 The Teaching of Visual Art in the Classroom
 EDC 325 Teaching the Imaginative—Writing and Art in the Classroom
 EDC 342 Growing Up American: Adolescents and Their Educational Institutions

English Language and Literature

ENG 264 Bloomsbury

Film Studies

FLS 200 Introduction to Film Studies

Geosciences

GEO 112 Archaeological Geology of Rock Art and Stone Artifacts
 GEO 221 Mineralogy

History

- HST 101 Introduction to Historical Inquiry
HST 246 Memory and History

History of Science

The History of Science offerings change regularly; other relevant courses in this area of study can count towards the Museums Concentration provided the course is approved by the Museums Concentration Advisory Committee.

- HSC 112 Images and Understanding

Interdepartmental and Extradepartmental Course Offerings

- IDP 105 The Arts Around Us

Philosophy

- PHI 210 Issues in Recent and Contemporary
Philosophy: Teaching the Imaginative
PHI 233 Aesthetics
PHI 260 Hermeneutics: Meaning and Interpretation

Sociology

- SOC 220 The Sociology of Culture

Selection of Recommended Five College Courses

The following are Five College courses that are recommended for Museum Concentrations credit. Consult current course catalogue to check availability.

Amherst College*Anthropology*

- ANTH 32-01 Contemporary Anthropology
ANTH 41-01 Visual Anthropology

Art and Art History

- ARHA 80-01 Museums and Society

German

- GERM 65-01 Making Memorials

History

- HIST 69-01 Public History in the United States
HIST 81-01 Material Culture: the Victorian Era
HIST 99-01 Writing the Past

Hampshire College*Cognitive Science*

- CS 0231-1 Book Reading in Development

Humanities, Arts and Cultural Studies

- HACU 0112-1 Investigating Women's Art

- HACU 0120-1 The Anatomy of Pictures: Visual Cultures
HACU 0126-1 Introduction to Visual Culture
HACU 0334-1 The Collector: Theory and Practice
Interdisciplinary Arts

- IA 0166-1 Introduction to Art Education

Social Science

- SS 0203-1 Activism and the Social Imagination
SS 0237-1 Indigenous Politics
SS 0254-1 Making Landmarks, Doing History
SS 0288-1 Practicing Everyday Politics

Mount Holyoke College*Anthropology*

- ANTHR 310-01 Visualizing Cultures

*University of Massachusetts Amherst**Anthropology*

- ANTH 397TT ST: Race and the American Museum

Art & Art History

- ART 310/1 Visual Arts and Human Development
I & II

- ART-HIST 782 Museum Studies

History

- HIST 659 Public History

Poetry Concentration

Co-directors: Rosetta Marantz Cohen; Susan Van Dyne

The Poetry Concentration is a course of study designed to allow students to pursue work on and about poetry through a range of different experiences and courses. Through a combination of academic study, practical work and independent projects, students will gain a deeper understanding of the craft of writing, the business of publication and the dissemination of poetry to others. The Poetry Concentration supports the study of poetry within a range of scholarly disciplines and gives students the opportunity to explore areas of professional practice through meaningful connections with local, regional and national presses, journals, book-arts centers and other sites where poetry is made, critiqued and taught. The concentration draws on the educational resources of the Poetry Center and the Rare Book Room, as well on the unique expertise of poets and artists working both at the college and in the larger Pioneer Valley.

Participation

The Poetry Concentration will accept up to 12 students annually. Sophomores and juniors are encouraged to apply in the spring of their sophomore or junior year (deadline March 30). Eligible applicants should already have completed two of the courses (including English 112) and one of the internships on an approved list. Applications will be reviewed by the Advisory Committee of the Poetry Concentration. Accepted students will be assigned an advisor.

Requirements for the Concentration

1. Gateway courses

PYX 100 The Art and Business of Poetry (course pending)
ENG 112 Reading Contemporary Poetry

2. Three electives:

These courses must be selected from those approved by the Advisory Committee of the Poetry Concentration. One of these electives must include any 200-level poetry/literature course (literary analysis, not creative writing) in any department

3. Two practical experiences

Coursework will be complemented by at least two practical experiences relating broadly to the field of poetry. These may include both internships and paid or volunteer work.

4. Capstone course

PYX 400 Poetry Capstone (course pending)
This project in the senior year synthesizes the student's previous coursework and internship experiences to address a substantive independent project. This work will be conducted primarily as a group independent study, but students will convene monthly to report on their progress.

Five possible foci or strands may be pursued in the Poetry Concentration. These include 1) Poetry Writing 2) Poetry Translation 3) Book Arts 4) The Teaching of Poetry and 5) a general strand focusing on poetry appreciation across several areas of interest.

The total combined coursework will accrue no fewer than 19 credits.

Poetry Concentration Advisory Board:

Annie Boutelle
Margaret Bruzelius
Rosetta Cohen
Peter Gregory
Barry Moser
Thalia Pandiri
Cornelia Pearsall
Kevin Quashie
Michael Thurston
Susan Van Dyne
Ellen Watson
Sujane Wu

Dance

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

*1, **1 (5 sabb/semester) Susan Kay Waltner, M.S., *Chair*

*1 Rodger Blum, M.F.A.

Instructor

Lester Tomé, B.A., *Director of M.F.A. in Dance*

Five-College Lecturer in Dance

Marilyn Middleton-Sylla

Musician/Lecturer in Dance Technique and Performance

Mike Vargas, B.A.

Lecturers

Brenda Divelbliss

Maryanne Kodzis

Katie Martin

Cathy Nicoli

Jen Polins

Candice Salyers

Daniel Trenner

Five College Faculty

Paul Arslanian, B.A. (Lecturer in Dance, University of Massachusetts)

Billbob Brown, M.A., (Associate Professor, University of Massachusetts)

Jim Coleman, M.F.A., Five College Dance Department, Chair (Professor, Mount Holyoke College)

Paul Dennis, M.F.A. (Lecturer, University of Massachusetts)

Ranjana Devi (Lecturer, University of Massachusetts, Fine Arts Center)

Charles Flachs., M.A. (Professor, Mount Holyoke College)

Rose Flachs (Professor, Mount Holyoke College)

Terese Freedman, B.A. (Professor, Mount Holyoke College)

Constance Valis Hill, Ph.D. (Five College Associate Professor, Hampshire College)

Peter Jones (Lecturer/Accompanist, Mount Holyoke College)

Daphne Lowell, M.F.A., (Professor, Hampshire College)

Rebecca Nordstrom, M.F.A., sabbatical 2010–11 (Professor, Hampshire College)

Peggy Schwartz, M.A., sabbatical Spring 2011 (Professor, University of Massachusetts)

Wendy Woodson, M.A., sabbatical Spring 2011 (Professor, Amherst College)

Teaching Fellows

Stephanie Frey

Crystal Gipe

Rebecca Hite

Erin Law

Donna Mejia

Phaelon O'Donnell

Stephanie Simpson

Stephen Ursprung

Autumn Welt

The Five College Dance Department combines the programs of Amherst College, Hampshire College, Mount Holyoke College, Smith College and the University of Massachusetts. The faculty operates as a consortium, coordinating curricula, performances and services.

The Five College Dance Department supports a variety of philosophical approaches to dance and provides an opportunity for students to experience a wide spectrum of performance styles and techniques. Course offerings

are coordinated among the campuses to facilitate registration, interchange and student travel; students may take a dance course on any of the five campuses and receive credit at the home institution.

Students should consult the Five College Course Schedule (specifying times, locations and new course updates) at www.fivecolleges.edu/sites/dance.

A. Theory Courses

Preregistration for dance theory courses is strongly recommended. Enrollment in dance composition courses is limited to 20 students, and priority is given to seniors, juniors and Five College Dance Department majors. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited.

Dance Composition: Introductory through advanced study of elements of dance composition, including phrasing, space, energy, motion, rhythm, musical forms, character development and personal imagery. Course work emphasizes organizing and designing movement creatively and meaningfully in a variety of forms (solo, duet and group), and utilizing various devices and approaches, e.g. motif and development, theme and variation, text and spoken language, collage, structured improvisation and others.

All Dance Theory Courses: L {A} 4 credits

151 Elementary Dance Composition

L {A} 4 credits

To be announced

Offered Spring 2011

252 Intermediate Dance Composition

Prerequisite: 151. L. {A} 4 credits

Candice Salvors

Offered Fall 2010

353 Advanced Dance Composition

Prerequisite: 252 or permission of the instructor. L. {A} 4 credits

To be announced

To be arranged

171 Dance in the 20th Century

This course is designed to present an overview of dance as a performing art in the 20th century, focusing especially on major American stylistic traditions and artists. Through readings, video and film viewing, guest performances, individual research projects and class discussions, students will explore principles and traditions of 20th-century concert dance traditions, with special attention to their historical and cultural contexts. Special topics may include European and American ballet, the modern dance movement, contemporary and avant-garde dance experimentation, African-American

dance forms, jazz dance and popular culture dance traditions. L. {A} 4 credits

Lester Tomé

Offered Fall 2010

187 Dancers Making Music

Designed for dance students, this course offers direct experience with the relationships between dancing and live music. Classes will consist of making music together in a wide variety of ways. The definition of music will be very broad and inclusive. Sources of sound will include but not be limited to the voice, found objects, musical instruments and sound recordings. Dancers will also move in the studio with and without music. Discussions and written work with an emphasis on clear language will focus attention on specific principles and topics particularly relevant to dance. Prerequisites: two semesters of dance technique within the last two years. Course may be repeated once for credit. Enrollment limited to 15. {A} 2 credits

Mike Vargas

Offered Fall 2010

207 Intermediate Repertory

This course offers an in-depth exploration of aesthetic and interpretive issues in dance performance. Through experiments with improvisation, musical phrasing, partnering, personal imagery and other modes of developing and embodying movement material, dancers explore ways in which a choreographer's vision is formed, altered, adapted and finally presented in performance. May be taken twice for credit. {A} 2 credits

Cathy Nicoli

Offered Fall 2010

209 Intermediate Repertory

This course offers an in-depth exploration of aesthetic and interpretive issues in dance performance. Through experiments with improvisation, musical phrasing, partnering, personal imagery and other modes of developing and embodying movement material, dancers explore ways in which a choreographer's vision is formed, altered, adapted and finally presented in performance. In this four-credit version, the course requires additional readings and research into broader issues of historical context, genre and technical style. Course work may be developed through existing repertory or through the creation of new work(s). May be taken twice for credit. Audition required. {A} 4 credits

To be announced

To be arranged

241 Scientific Foundations of Dance

An introduction to selected scientific aspects of dance, including anatomical identification and terminology, physiological principles and conditioning/strengthening methodology. These concepts are discussed and explored experientially in relationship to the movement vocabularies of various dance styles. Enrollment limited to 20. **[A]** 4 credits

MHC (Freedman)

Offered Fall 2010

272 Dance and Culture

Through a survey of world dance traditions from both artistic and anthropological perspectives, this course introduces students to dance as a universal human behavior, and to the many dimensions of its cultural practice—social, religious, political and aesthetic.

Course materials are designed to provide students with a foundation for the interdisciplinary study of dance in society, and the tools necessary for analyzing cross-cultural issues in dance; they include readings, video and film viewing, research projects and dancing. L. **[A]** 4 credits

Lester Tomé

Offered Spring 2011

285 Laban Movement Analysis I

Laban Movement Analysis is a system used to describe and record quantitative and qualitative aspects of human movement. Through study and physical exploration of concepts and principles involved in body articulation, spatial organization, dynamic exertion of energy and modes of shape change, students will examine their own movement patterns and preferences. This creates the potential for expanding personal repertoire and developing skills in observation and analysis of the movement of others.

Hampshire College (Nordstrom)

Offered Spring 2012

287 Analysis of Music From a Dancer's Perspective

This course provides an overview of essential issues in music and sound as they relate to dancers and choreographers. Particular attention will be paid to rhythm in all its guises, music terminology and categories, personal versus cultural meaning in music and sound and strategies for finding and making music. There will be a strong emphasis on listening, formulation of clear statements about music, ethical questions regarding collaborating and communicating with musicians

and the differences between working with recorded and live music. The goal will be to develop an open-minded and detailed intelligence about the various relationships between dance and music. Prerequisite: one year of dance technique (recommended for sophomore year or later). Enrollment limited to 15. **[A]** 4 credits

Mike Vargas

Offered Spring 2012

305 Advanced Repertory

This course offers an in-depth exploration of aesthetic and interpretive issues in dance performance. Through experiments with improvisation, musical phrasing, partnering, personal imagery and other modes of developing and embodying movement material, dancers explore ways in which a choreographer's vision is formed, altered, adapted and finally presented in performance. Audition required. May be taken twice for credit. **[A]** 2 credits

Brenda Divelbliss

Offered Fall 2010

309 Advanced Repertory

This course offers an in-depth exploration of aesthetic and interpretive issues in dance performance. Through experiments with improvisation, musical phrasing, partnering, personal imagery and other modes of developing and embodying movement material, dancers explore ways in which a choreographer's vision is formed, altered, adapted and finally presented in performance. In its four-credit version, this course also requires additional readings and research into broader issues of historical context, genre and technical style. Course work may be developed through existing repertory or through the creation of new work(s). May be taken twice for credit. Prerequisite: advanced technique or permission of the instructor. **[A]** 4 credits

To be announced

To be arranged

377 Advanced Studies in History and Aesthetics

This course will explore a specific idea, concept, period, person or event important in the history and/or aesthetics of dance. Topics will vary depending on the instructor's research and expertise.

Topic: Comparative Studies in Latin American Dance.

From a comparative perspective, this seminar will discuss the history and current state of Brazilian

capoeira, Argentinean tango, Cuban ballet and pan-American salsa, seeking to explore how these dance forms embody concepts of race, gender and social class. The course will also analyze how nationalism, transnationalism and globalization shape the practice of these dance forms in Latin America, as well as in areas beyond the region where these expressions are flourishing, such as Europe, Asia and the United States. Three dance lessons on salsa, tango and capoeira will complement the course's theoretical discussions. Prerequisite: DAN 171 and/or DAN 172 or permission of the instructor. 4 credits

Lester Tomé

Offered Spring 2011

Topic: Fleeting Images: Choreography on Film

This selected survey of choreography on film and video indulges in the purely kinesthetic experience of watching the dancing body on film. We will focus on works that have most successfully effected a true synthesis of the two mediums, negotiating between the spatial freedom of film and the time-space-energy fields of dance, the cinematic techniques of camera-cutting-collage and the vibrant continuity of the moving body. Viewing a range of visual materials, from silent physical comedies and backstage-chorus line musicals to experimental dance films, martial-arts action flicks and music videos, we will discern the roles of the choreographer and director in shooting, pacing, editing and scoring the moving image. The concept of dancing in film genres will hopefully be enlarged as we consider film choreography as a distinct form of creative expression that functions to maintain and assert cultural and social identities, demonstrating the holistic role of dance as a visual art form, an intrinsic expression of a shared American culture. 4 credits

Constance Valis Hill and Rodger Blum

Offered Spring 2011

399 Senior Seminar

Senior seminar is a capstone course designed to integrate dance studies through an individual research or creative project and to articulate critical analysis and feedback for peers. Required for senior dance majors and open by permission to other seniors with a serious interest in dance. **{A}** 4 credits

To be announced

Offered Spring 2011

400 Special Studies

For qualified juniors and seniors. Admission by permission of the instructor and the Chair of the Department. Departmental permission forms required. May be substituted for DAN 399 with permission of the department. May be taken twice for credit. **{A}**

1 to 4 credits per semester; maximum 8

Members of the department

Offered both semesters each year

B. Production Courses

200 Dance Production

A laboratory course based on the preparation and performance of department productions. Students may elect to fulfill course requirements from a wide array of production related responsibilities, including performance, choreography and stage crew. May be taken four times for credit, with a maximum of two credits per semester. **{A}** 1 credit

Lester Tomé

Offered Fall 2010 and Spring 2011

201 Dance Production

Same description as above. May be taken four times for credit, with maximum of two credits per semester. **{A}** 1 credit

Lester Tomé

Offered Fall 2010 and Spring 2011

C. Technique Courses

Technique Course Registration Policies:

Registration is mandatory. Auditing is not allowed. You may register for the same technique course up to three times for credit.

Non-majors are allowed 12 credits of technique (6 courses) for credit. After 12 credits, courses will still appear on your transcript but the grade will not average into your GPA. You must continue to register for all technique courses.

Dance majors are allowed 20 credits of technique (10 courses) for credit. After 20 credits, courses will still appear on your transcript but the grade will not average into your GPA. You must continue to register for all technique courses. If you wish to receive credit for technique courses beyond your limit, please speak to a faculty member about designing a special studies course.

For a complete list of studio courses offered on the other four campuses, please consult the Five College Dance Department schedule available online at www.fivecolleges.edu/sites/dance.

Technique courses receive two credits. Preregistration for dance technique courses is strongly recommended. Enrollment is often limited to 25 students, and priority is given to seniors, juniors and Five College Dance Department majors. Normally, students must take these two-credit courses in addition to a full course load. Technique courses will also require outside reading, video and film viewings and/or concert attendance. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited. Placement exams for advanced levels will be held the first weeks of classes.

119 Beginning Contact Improvisation

A duet form of movement improvisation. The technique will focus on work with gravity, weight support, balance, inner sensation and touch, to develop spontaneous fluidity of movement in relation to a partner. Enrollment limited to 16. May be repeated once for credit. Alternates with DAN 219. **{A}** 2 credits

Erin Law

Offered Fall 2010

137 Tap I

Introduction to the basic tap dance steps with general concepts of dance technique. Performance of traditional tap step patterns and short combinations. Enrollment limited to 15. **{A}** 2 credits

Stephen Ursprung

Offered Fall 2010

237 Tap II

Refinement of performance of tap dance steps with increasing complexity and length of dance sequences learned. Emphasis will be on clarity of rhythm and body coordination while working on style and expression. Prerequisite: Tap I or permission of the instructor. Enrollment limited to 15. **{A}** 2 credits

Stephanie Simpson

Offered Spring 2011

218 Floor Barre/Gyro Movement Technique

This course combines classical and modern principles in a basic series performed on the floor. It is designed to help dance students achieve a more consistent technical ability through added strength, stretch and develop-

ment of fluid transition. Prerequisite: two semesters of ballet or modern dance technique. Enrollment limited to 20. **{A}** 2 credits

Rodger Blum

Offered Spring 2012

219 Intermediate Contact Improvisation

A duet form of movement improvisation. The technique will focus on work with gravity, weight support, balance, inner sensation and touch, to develop spontaneous fluidity of movement in relation to a partner. Prerequisite: at least one previous dance technique course or permission of the instructor. Enrollment limited to 16. (E) **{A}** 2 credits

To be announced

To be arranged

Techniques

Contemporary: Introductory through advanced study of contemporary dance techniques. Central topics include refining kinesthetic perception, developing efficient alignment, increasing strength and flexibility, broadening the range of movement qualities, exploring new vocabularies and phrasing styles, and encouraging individual investigation and embodiment of movement material.

113 Contemporary Dance I

L. **{A}** 2 credits

Crystal Gipe, Fall 2010

To be announced, Spring 2011

Offered Fall 2010, Spring 2011

114 Contemporary Dance II

For students who have taken Contemporary Dance I or the equivalent. L. **{A}** 2 credits

Rebecca Hite, Fall 2010

To be announced, Spring 2011

Offered Fall 2010, Spring 2011

215 Contemporary Dance III

Prerequisite: 113 and a minimum of one year of Contemporary Dance study. L. **{A}** 2 credits

Erin Law

Offered Fall 2010

216 Contemporary Dance IV

Prerequisite: 215. L. **{A}** 2 credits

Erin Law

Offered Spring 2011

317 Contemporary Dance V

By audition/permission only. Prerequisite: 216. L and P.

{A} 2 credits

Katie Martin

Offered Fall 2010

318 Contemporary Dance VI

Audition required. Prerequisite: 317. L and P. **{A}**

2 credits

Candice Salyers

Offered Spring 2011

Ballet: Introductory through advanced study of the principles and vocabularies of classical ballet. Class comprises three sections: Barre, Center and Allegro. Emphasis is placed on correct body alignment, development of whole body movement, musicality and embodiment of performance style. Pointe work is included in class and rehearsals at the instructor's discretion.

120 Ballet I

L. **{A}** 2 credits

Section 1: *Stephanie Simpson*, Fall 2010

Section 2: *Autumn Welt*, Fall 2010

To be announced, Spring 2011

Offered both semesters each year

121 Ballet II

For students who have taken Ballet I or the equivalent.

L. **{A}** 2 credits

Stephanie Simpson, Fall 2010

To be announced, Spring 2011

Offered both semesters each year

222 Ballet III

Prerequisite: 121 or permission of the instructor. L.

{A} 2 credits

Jen Polins

Offered Fall 2010

223 Ballet IV

L. **{A}** 2 credits

Rodger Blum

Offered Spring 2011

324 Ballet V

By audition/permission only. L. **{A}** 2 credits

Maryanne Kodzis

Offered Fall 2010

325 Ballet VI

By audition/permission only. L. **{A}** 2 credits

Rodger Blum

Offered Spring 2011

Jazz: Introductory through advanced jazz dance technique, including the study of body isolations, movement analysis, syncopation and specific jazz dance traditions. Emphasis is placed on enhancing musical and rhythmic phrasing, efficient alignment, performance clarity in complex movement combinations and the refinement of performance style.

130 Jazz I/HipHop

Combined enrollment 130/131 limited to 30. **{A}**

2 credits

Rebecca Hite, Fall 2010

To be announced, Spring 2011

Offered both semesters each year

131 Jazz II/HipHop

For students who have taken Jazz I or the equivalent.

Combined enrollment 130/131 limited to 30. **{A}**

2 credits

Rebecca Hite, Fall 2010

To be announced, Spring 2011

Offered both semesters each year

232 Jazz III/HipHop

Further examination of jazz dance principles. L. **{A}**

2 credits

Stephanie Frey

Offered Fall 2010

233 Jazz IV/HipHop

Emphasis on extended movement phrases, complex musicality and development of jazz dance styles. L. **{A}**

2 credits

Phaelon O'Donnell

Offered Spring 2011

334 Jazz V/HipHop

Advanced principles of jazz dancing. L. By audition/permission only. **{A}** 2 credits

To be announced

To be arranged

335 Jazz VI/HipHop

Advanced principles of jazz dancing. L. By audition/permission only. **{A}** 2 credits

To be announced

To be arranged

Cultural Dance Forms I and II: Cultural Dance Forms presents differing dance traditions from specific geographical regions or distinct movement forms that are based on the fusion of two or more cultural histories. The forms include social, concert, theatrical and ritual dance and are framed in the cultural context of the identified dance form. These courses vary in levels of technique: beginning and intermediate (I), and intermediate and advanced (II), and focus accordingly on movement fundamentals, integration of song and movement, basic through complex rhythms, perfection of style, ensemble and solo performance when applicable.

142 West African Dance I

This course introduces African dance, music and song as a traditional mode of expression in various African countries. It emphasizes appreciation and respect for African culture and its profound influence on American culture and art. Enrollment limited to 30. **{A}** 2 credits
Marilyn Sylla

Offered Fall 2010, Spring 2011

144 Tango

Argentine tango is the sensual and elegant social dance of the city of Buenos Aires, which is experiencing a worldwide revival. Cuban Salsa Rueda is a unique Salsa Game developed in Havana, Cuba. Class will include the steps, the history and anecdotes about the culture of tango and salsa. We will cover traditional and modern forms. All dancers will learn lead and follow, so you do not need a partner. Wear leather-soled shoes or bring socks. Enrollment limited. **{A}** 2 credits

Daniel Trenner

Offered Spring 2011

147 Tribal Fusion I

Tribal Fusion is rooted in the nomadic dance tradition of North Africa, the Middle East and Asia. The form has strong roots in women's styles of Arabic folk dance and the vocabulary includes the influences of Rom (Gypsy) dance styles from India to Europe, Spanish, Flamenco, African Tribal forms and more recently, American Hip

Hop, Punk and Gothic cultures. Enrollment limited to 30. **{A}** 2 credits

Donna Mejia

Offered Fall 2010, Spring 2011

149 Salsa Dance

Lester Tomé

Offered Fall 2011

242 West African II

This course is an exploration of the various dance styles, forms and symbols attributed to the classical societies of Western Africa. The course will focus on those dances whose origins are (historically) found in the Old Mali Empire, i.e. (Mali, Senegal, the Gambia, Guinea) as well as Nigeria and Ghana. It will specifically examine the dance styles of the Serer, Lebou, Djio-lla, Bambara, Wolof, Sauce, Malinke, Manding, Yoruba and Twi peoples of these regions. Enrollment limited to 25. **{A}** 2 credits

Marilyn Sylla

Offered Fall 2010, Spring 2011

247 Tribal Fusion II

Tribal Fusion is rooted in the nomadic dance tradition of North Africa, the Middle East and Asia. The form has strong roots in women's styles of Arabic folk dance and the vocabulary includes the influences of Rom (Gypsy) dance styles from India to Europe, Spanish, Flamenco, African Tribal forms and more recently, American Hip Hop, Punk and Gothic cultures. Level II focuses on increasing precision, complexity, speed and layering of multiple movements. Enrollment limited to 30. Permission of the instructor required. Prerequisite: DAN 142 Tribal Fusion I P. **{A}** 2 credits

Donna Mejia

Offered Spring 2011

291 Yoga for Dancers

Rather than working from a singular movement approach, emphasis in this course is placed on understanding the dynamic relationship of both dance and yoga from multiple perspectives. We will explore how these two practices reflect, inform and enhance each other through their anatomical/energetic organization and alignment strategies, movement logic and sequencing and embodied awareness in motion and stillness. Investigating a variety of yogic structuring principles that address the technical, restorative and

performance-related issues of the dancer, we work to refine standing, sitting, reclining and arm-supported postures, and then incorporate this information into the creation and performance of dancing phrases. (E) 2 credits

To be announced

To be arranged

D. The Major

Bachelor of Arts in Contemporary Dance Studies

Advisers: Rodger Blum, Lester Tomé, Susan Waltner

The dance major at Smith is offered through the Five College Dance Department and culminates in a bachelor of arts degree from Smith College. It is designed to give a student a broad view of dance in preparation for a professional career or further study. Students are exposed to courses in dance history and culture, creative and aesthetic studies, scientific aspects of dance, the language of movement and dance technique and performance. A dancer's instrument is her body and it must be trained consistently; at least five dance technique courses are required for the B.A. (Ten are allowed for credit towards the GPA.) Students should reach intermediate or advanced level in at least one form. A single level of technique courses may be taken for credit up to three semesters. Advanced technique courses (Levels V and VI) require a placement exam. A minimum of 48 credit hours are required for the major.

History Dance in the 20th century (DAN171) and Dance and Culture (DAN 272) serve as the introduction to the major. At the advanced level there is Advanced Studies in History and Aesthetics (DAN 377) with rotating topics. These courses all examine the dance itself and its cultural context.

Creative and Aesthetic Studies (DAN 151, 252, 353, 209 and 309) This sequence of courses begins with the most basic study of dance composition: space, time, energy and focuses on tools for finding and developing movement. The second- and third-level courses develop the fundamentals of formal choreography and expand work in the manipulation of spatial design, dynamics, phrasing, rhythm, content and accompaniment. The movement materials that a student explores are not limited to any particular style. This sequence also includes four-credit repertory courses at the intermediate and advanced levels.

Scientific Aspects of Dance (DAN 241, 342) These courses are designed to develop the student's personal working process and her philosophy of movement. The student studies selected aspects of human anatomy, physiology, bio-mechanics and their relationships to various theories of technical study.

Language of Movement (DAN 285) Courses in this area train students to observe, experience and notate qualitative aspects of movement (Laban Movement Analysis) and to quantitatively perceive and record movement (Labanotation).

Music for Dancers (DAN 287) Sharpens understanding of music fundamentals and makes these applicable to dance.

Major Course of Study Students in the bachelor of arts in contemporary dance are urged to pursue a breadth of study in their technique courses and, in consultation with their adviser, make connections to other arts departments.

Requirements:

Theory: Must take each of the following:

- 151 Elementary Dance Composition
 - 171 Dance in the 20th Century
 - 241 Scientific Foundations of Dance
 - 272 Dance and Culture
 - 287 Analysis of Music from a Dancer's Perspective
- or**
- 285 Laban Movement Analysis I
 - 200 Dance Production
 - 201 Dance Production (May be taken for performance credit after taking DAN 200.)

Five dance technique courses are required for the B.A. (Ten are allowed for credit towards the GPA.) B.A. students must explore at least two courses in two technique forms for credit. Students should reach intermediate or advanced level in at least one form. A single level of technique courses may be taken for credit up to three semesters. Advanced technique courses (Levels V and VI) require a placement exam.

Advanced Theory (Choose at least two)

- 252 Intermediate Dance Composition
- 305 Intermediate Repertory (taken twice)
- 309 Advanced Repertory
- 342 Scientific Foundations of Dance II

- 353 Advanced Dance Composition
- 377 Advanced Studies in History and Aesthetics
- 400 Special Studies (Choreography or Research)

A thesis project is required in the student's senior year in choreography or research. If offered, students will take the seminar course. Otherwise, an independent project with an adviser will be designed. Students are encouraged to speak with their major adviser about an honors thesis. This conversation should begin at the end of the junior year.

Senior Thesis

- 399 Senior Seminar in Dance (Choreography or Research)

Honors

430d Honors Project

8 credits

Full-year course; Offered each year

431 Honors Project

8 credits

Offered each Fall

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

E. The Minor in Contemporary Dance Studies

Advisers: Members of the Smith College Department of Dance. A minimum of 27 credit hours are required for the minor.

Required Courses:

- 151 Elementary Dance Composition
 - 171 Dance in the 20th Century
 - 272 Dance and Culture
 - 241 Scientific Foundations of Dance
 - 287 Analysis of Music From a Dancer's Perspective
- Or**

- 285 Laban Movement Analysis
- 200 Dance Production
- 113–335 Dance Technique: at least three two-credit technique courses.

F. Five College Courses

Students should consult the Five College Dance Department course schedule (specifying times, locations and new course updates) online at www.fivecolleges.edu/dance/schedule.html.

Adviser: Susan Waltner

G. Graduate: M.F.A. Program

Director: Lester Tomé

"P" indicates that permission of the instructor is required.

510 Theory and Practice of Dance IA

Studio work in dance technique, including modern, ballet, tap, cultural dance and jazz. Eight to 10 hours of studio work and weekly seminars. P. 5 credits

Susan Waltner, Fall 2010

Mike Vargas, Spring 2011

Offered both semesters each year

520 Theory and Practice of Dance IIA

Studio work in dance technique and weekly seminars.

Prerequisite: 510. P. 5 credits

Susan Waltner, Fall 2010

Mike Vargas, Spring 2011

Offered both semesters each year

521 Choreography as a Creative Process

Advanced work in choreographic design and related production design. Study of the creative process and how it is manifested in choreography. Prerequisite: two semesters of choreography. 5 credits

To be announced

Offered Fall 2011

540 History and Literature of Dance

Emphasis will include in-class discussion and study

of dance history and dance research, current research methods in dance, the use of primary and secondary source material. Students will complete a dance history research paper on a topic of their choice. Prerequisite: two semesters of dance history. 5 credits

Lester Tomé

Offered Fall 2010

553 Choreography by Design

This class will examine and engage the choreographic process through a study of the interaction of expressive movement with concrete and abstract design ideas. Choreographic ideas developed in this class will be based on the premise that design elements can be used as source material for choreographic intent. In addition to studies and projects, weekly writings will be assigned. Prerequisites: two semesters of choreography (or equivalent), familiarity with basic music theory, coursework in theatrical production (or equivalent).

5 credits

Rodger Blum

Offered Spring 2011

560 Scientific Principles in the Teaching of Dance

This course is designed to assist graduate students as they teach dance technique. The principles of anatomy, injury prevention and rehabilitation and nutrition are examined in relation to fundamentals of dance pedagogy; expressive dance aesthetics are examined formally within a context of current body science. Through analysis of body alignment, safe and efficient movement patterns and proper nutritional needs, students learn methods that increase efficiency, clarity, strength and coordination and that ultimately achieve desired aesthetic goals. Class work includes lectures, experiential application and computer analyses to reinforce a rigorous understanding of the scientific principles and body mechanics that are observed within dance performance as well as in excellent teaching of dance. Prerequisite: DAN 241 or the equivalent. **{A}**

5 credits

To be announced

Offered Spring 2012

590 Research and Thesis

Production project. 5 credits

Lester Tomé and Susan Waltner

Offered both semesters each year

591 Special Studies

5 credits

Offered both semesters each year

East Asian Languages and Literatures

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professor

Thomas Rohlich, Ph.D., *Chair*

Associate Professors

^{†2}Maki Hirano Hubbard, Ph.D.
Kimberly Kono, Ph.D.

Assistant Professor

Sujane Wu, Ph.D.

Lecturers

Ya-lin Chen, M.A.
Jing Hu, M.A.
Reiko Kato, M.A.
Yuri Kumagai, Ed.D.
Suk Massey, C.A.G.S.
Atsuko Takahashi, M.S.Ed.
Ling Zhao, M.A.

Participating Faculty

^{†2}Sabina Knight, Ph.D. (Associate Professor,
Comparative Literature)

The Department of East Asian Languages and Literatures offers a major in East Asian languages and cultures with concentrations in China or Japan, and a minor in East Asian languages and literatures with concentrations in China, Japan or Korea. Students planning on spending their junior year abroad should consult the department concerning the list of courses to be credited toward the major or minor and must seek final approval for the courses upon their return.

Courses in English

PRS 316 *Revising the Past in Chinese Literature and Film*

This seminar will explore how China recollects, reflects and reinterprets its past, and most importantly, how Chinese history and its literary and cultural traditions are represented in a new light on the world stage through visual arts. We will begin the focus on biographical and literary texts which are adapted and transformed into cinematic texts. This seminar is open to students interested in Chinese literature and culture, as well as art, comparative literature, history, theater

and other disciplines. The students will go to Taiwan upon completion when funding is available. Enrollment limited to 12 juniors and seniors. (E) **[L]** 4 credits
Sujane Wu
Offered Spring 2011

EAL 231 *The Culture of the Lyric in Traditional China*

The definition of lyric in the Chinese tradition is the natural, direct expression and reflection of one's inner spirit as a result of a unique encounter with the external world. Through close, careful readings of folk songs, lyric poems, prose and excerpts from a novel and a drama, students will inquire into how the spiritual, philosophical and political concerns dominating the poets' milieu shaped the lyric language through the ages. In addition to an introduction to masterworks of the Chinese lyric tradition from its oral beginnings through the Qing dynasty, we will mainly focus on the subject of "plants and flowers in Chinese literature" and will collaborate with Smith Botanic Garden in Fall 2010. All readings are in English translation. **[L]** 4 credits
Sujane Wu
Offered Fall 2010

EAL 232/CLT 232 Modern Chinese Literature

A window into China, Taiwan, and, some semesters, Tibet and Chinese diasporas, this course introduces themes and movements from the late imperial period to the present. We will explore questions of political engagement, social justice, class, gender and human freedom and responsibility. Readings are in English translation and no background in China or Chinese is required. **[L]** 4 credits

Sabina Knight

Offered Fall 2010

EAL 237 Chinese Poetry and the Other Arts

Poetry, painting, calligraphy and other visual and plastic arts are ways of expressing oneself and forms of communication. Through comparative study of the theoretical and practical interaction of Chinese poetry with other arts, we will explore the relationships between the arts and the issues such as how poetry and other arts are inextricably linked; what makes a painting a poem—a silent poem, and a poem a lyrical painting; and what and why Chinese write on their paintings. Students will create a class installation in the teaching gallery based on the museum's collections of Chinese paintings. All readings are in English translation. This course will collaborate with Smith College Museum of Art in Spring 2011. **[L]** 4 credits

Sujane Wu

Offered Spring 2011

EAL 239/CLT 239 Contemporary Chinese Women's Fiction

An exploration of major themes through close readings of contemporary fiction by women from China, Taiwan, Tibet and Chinese diasporas. Theme for 2011: Intimacy. How do stories about love, romance and desire (including extramarital affairs, serial relationships and love between women) reinforce or contest norms of economic, cultural and sexual citizenship? What do narratives of intimacy reveal about the social consequences of economic restructuring? How do pursuits, realizations and failures of intimacy lead to personal and social change? Readings are in English translation and no background in China or Chinese is required. **[L]** 4 credits

Sabina Knight

Offered Spring 2011

EAL 241 Literature and Culture in Premodern Japan: Court Ladies, Wandering Monks and Urban Rakes

A study of Japanese literature and its cultural roots from the eighth to the 19th centuries. The course will focus on enduring works of the Japanese literary tradition, along with the social and cultural conditions that gave birth to the literature. All readings are in English translation. **[L]** 4 credits

Thomas Roblich

Offered Fall 2010

EAL 242 Modern Japanese Literature

A survey of Japanese literature from the late 19th century to the present. In the past 150 years Japan has undergone tremendous change: rapid industrialization, imperial and colonial expansion, occupation following its defeat in the Pacific War, and emergence as a global economic power. The literature of modern Japan reflects the complex aesthetic, cultural and political effects of such changes. Through our discussions of these texts, we will also address theoretical questions about such concepts as identity, gender, race, sexuality, nation, class, colonialism, modernism and translation. All readings are in English translation. **[L]** 4 credits

Kimberly Kono

Offered Spring 2011

EAL 243 Japanese Poetry in Cultural Context

A study of Japanese poetry from earliest times to the modern era, focusing on the two major verse forms, the thirty-one-syllable waka and the seventeen-syllable haiku. The tradition of Japan poetry reaches back over a thousand years, with its first appearance as sacred songs in national myths and histories. Relatively uncomplicated in form, Japanese poetry has long been practiced by people of all social classes and occupations: court nobles and ladies, wandering Buddhist monks, professional haiku masters and in modern times everyone from high school students to housewives and businessmen. This course will examine the formal and social characteristics of Japanese poetry, with particular attention to how it responded to changing historical and cultural circumstances. Taught in English, with no Japanese required. **[L]** 4 credits

Thomas Roblich

Offered Spring 2011

EAL 244 Construction of Gender in Modern Japanese Women's Writing.

This course will focus on the construction of gender in the writings of Japanese women from the mid-19th century until the present. How does the existence of a "feminine literary tradition" in premodern Japan influence the writing of women during the modern period? How do these texts reflect, resist and reconfigure conventional representations of gender? We will explore the possibilities and limits of the articulation of feminine and feminist subjectivities, as well as investigate the production of such categories as race, class and sexuality in relation to gender and each other. Taught in English, with no knowledge of Japanese required.

{L} 4 credits

Kimberly Kono

Offered Fall 2010

EAL 248 *The Tale of Genji* and *The Pillow Book*

A study of the two most famous literary works of Heian (784–1185) Japan, both written by Ladies-in-Waiting to rival consorts of the emperor. Although radically different in form and content, *The Tale of Genji* by Murasaki Shikibu and *The Pillow Book* of Sei Shōnagon are considered to be two of the greatest pieces of Japanese literature, and they provide insight into the court at a time when women played a major role in society and the arts. Open to all sophomores, juniors and seniors. Readings in English translation. **{L}** 4 credits

Thomas Roblich

Offered Spring 2011

EAL 360 Seminar: Topics in East Asian Languages and Literatures

Writing Empire: Images of Colonial and Postcolonial Japan

This seminar will address the diverse reactions to Japan's colonial project and explore the ways that empire was manifest in a literary form. Examining literature produced in and about the Japanese empire during the first half of the 20th century, we will discuss concepts such as assimilation, mimicry, hybridity, race and transculturation in the context of Japanese colonialism. Through encounters with different voices from inside and outside of Japan's empire, students will gain a deeper understanding of the complexities of colonial hegemony and identity. Prerequisite: Permission of the instructor. **{L}** 4 credits

Kimberly Kono

Offered Spring 2011

EAL 400 Special Studies

For students engaged in independent projects or research in connection with Japanese, Chinese or Korean language and literature. 2 to 4 credits
Offered both semesters each year

East Asian Language Courses

A language placement test is required prior to registration for students who have previously studied the language. With the instructor's permission, advanced language courses (CHI 350, CHI 351, JPN 350, JPN 351) may be repeated when the content changes.

A grade of C or higher in the preceding level is required to enter a second-level East Asian language course.

Chinese Language

CHI 110 Chinese I (Intensive)

An intensive introduction to spoken Mandarin and modern written Chinese, presenting basic elements of grammar, sentence structures and active mastery of the most commonly used Chinese characters. Emphasis on development of oral/aural proficiency, pronunciation and the acquisition of skills in reading and writing Chinese characters. 5 credits

Jing Hu, Ya-lin Chen

Offered each Fall

CHI 111 Chinese I (Intensive)

A continuation of 110. Prerequisite: CHI 110 or permission of the instructor. **{F}** 5 credits

Jing Hu, Ya-lin Chen

Offered each Spring

CHI 220 Chinese II (Intensive)

Continued emphasis on the development of oral proficiency and functional literacy in modern Mandarin. Conversation and narrative practice, reading exercises, short composition assignments and work with audiovisual materials. Prerequisite: 111 or permission of the instructor. **{F}** 5 credits

Ya-lin Chen, Ling Zhao

Offered each Fall

CHI 221 Chinese II (Intensive)

A continuation of 220. Prerequisite: CHI 220 or permission of the instructor. **{F}** 5 credits

Ya-lin Chen, Ling Zhao

Offered each Spring

CHI 301 Chinese III

Building on the skills and vocabulary acquired in Chinese II, students will learn to read simple essays on topics of common interest and will develop the ability to understand, summarize and discuss social issues in contemporary China. Readings will be supplemented by audio-visual materials. Prerequisite: 221 or permission of the instructor. **{F}** 4 credits

Ling Zhao

Offered each Fall

CHI 302 Chinese III

Introduction to the use of authentic written and visual documents commonly encountered in China today, with an emphasis on television news broadcasts and newspaper articles. Exercises in composition as well as oral presentations will complement daily practice in reading and listening comprehension. Prerequisite: 301 or permission of the instructor. **{F}** 4 credits

Ling Zhao

Offered each Spring

CHI 350 Advanced Readings in Chinese: Modern Literary Texts

Development of advanced proficiency in four skills through the study and discussion of selected modern Chinese literary and cinematic texts. Students will explore literary expression in original works of fiction, including short stories, essays, novellas and excerpts of novels as well as screenplays. Prerequisite: CHI 302 or permission of the instructor. With the instructor's permission, advanced language courses may be repeated when the content changes. **{F}** 4 credits

Sujane Wu

Offered each Fall

CHI 351 Advanced Readings in Chinese: Modern and Contemporary Texts

This course mainly focuses on readings of cultural, political and social import. Through the in-depth study and discussion of modern and contemporary texts and essays drawn from a variety of sources, students will develop advanced reading, writing and discussion skills in Chinese and increase their understanding of modern

and contemporary China. Prerequisite: 302 or permission of the instructor. With the instructor's permission, advanced language courses may be repeated when the content changes. **{F}** 4 credits

Ling Zhao

Offered each Spring

Japanese Language

JPN 110 Japanese I (Intensive)

An introduction to spoken and written Japanese. Emphasis on the development of basic oral proficiency, along with reading and writing skills. Students will acquire knowledge of basic grammatical patterns, strategies in daily communication, hiragana, katakana and about 90 *Kanji*. Designed for students with no background in Japanese. **{F}** 5 credits

Atsuko Takahashi, Reiko Kato

Offered each Fall

JPN 111 Japanese I (Intensive)

A continuation of 110. Development of utilization of grammar and fluency in conversational communication. About 150 more kanji will be introduced for reading and writing. Prerequisite: JPN 110 or permission of the instructor. **{F}** 5 credits

Atsuko Takahashi, Reiko Kato

Offered each Spring

JPN 220 Japanese II (Intensive)

Course focuses on further development of oral proficiency, along with reading and writing skills. Students will attain intermediate proficiency while deepening their understanding of the social and cultural context of the language. Prerequisite: 111 or permission of the instructor. **{F}** 5 credits

Yuri Kumagai, Reiko Kato

Offered each Fall

JPN 221 Japanese II (Intensive)

A continuation of 220. Prerequisite: JPN 220 or permission of the instructor. **{F}** 5 credits

Yuri Kumagai, Reiko Kato

Offered each Spring

JPN 301 Japanese III

Development of high intermediate proficiency in speech and reading through study of varied prose pieces

and audio-visual materials. Prerequisite: 221 or permission of the instructor. **{F}** 4 credits

Yuri Kumagai

Offered each Fall

JPN 302 Japanese III

A continuation of 301. Prerequisite: 301 or permission of the instructor. **{F}** 4 credits

Yuri Kumagai

Offered each Spring

JPN 350 Contemporary Texts

Study of selected contemporary texts including literature and journalism from print and electronic media. Focus will be on developing reading and discussion skills in Japanese using original materials, and on understanding various aspects of modern Japan through its contemporary texts. Prerequisite: JPN 302 or permission of the instructor. With the instructor's permission, advanced language courses may be repeated when the content changes. **{F}** 4 credits

Kimberly Kono

Offered Fall 2010

Korean Language

KOR 101 Korean I

An introduction to spoken and written Korean. Emphasis on oral proficiency with the acquisition of basic grammar, reading and writing skills. This course is designed for students with little or no background in Korean. **{F}** 4 credits

Suk Massey

Offered each Fall

KOR 102 Korean I

A continuation of 101. Prerequisite: KOR 101 or permission of the instructor. Enrollment limited to 15. **{F}** 4 credits

Suk Massey

Offered each Spring

KOR 201 Korean II

This course places equal emphasis on oral/aural proficiency, grammar and reading and writing skills. Various aspects of Korean society and culture are presented with weekly visual materials. Prerequisite: KOR 102 or permission of the instructor. **{F}** 4 credits

Suk Massey

Offered each Fall

KOR 202 ASIANS 297B Korean II

A continuation of 201. Prerequisite: KOR 201 or permission of the instructor. Enrollment limited to 15. **{F}** 4 credits

Suk Massey

Offered Spring 2011 at UMass

KOR 301 ASIANS 397C Korean III

Continued development of speaking, listening, reading and writing, with more advanced grammatical points and vocabulary. Korean proverbs and Chinese characters are introduced. Prerequisite: KOR 202 or permission of the instructor. **{F}** 4 credits

Suk Massey

Offered Fall 2010 at UMass

Cross-listed courses

CLT 260 Health and Illness: Literary Explorations

How do languages, social norms and economic contexts shape experiences of health and illness? How do conceptions of selfhood, sexuality, belonging and spirituality inform ideas about well-being, disease, intervention and healing? This cross-cultural literary inquiry into bodily and emotional experiences will also explore Western biomedical and traditional Chinese diagnosis and treatment practices. From despair and chronic pain to cancer, aging and death, how do sufferers and their caregivers adapt in the face of infirmity or trauma? Our study will also consider how stories and other genres can help develop resilience, compassion and hope. Enrollment limited to 19. **{L}** 4 credits

Sabina Knight

Offered Spring 2011

The Major in East Asian Languages and Cultures

Prerequisites: The first year of Chinese (CHI 110 and 111) or Japanese (JPN 110 and 111) is a prerequisite for admission to the major. A language placement test is required prior to registration for students who have previously studied the language.

Advisers: Members of the department

Requirements: Students are expected to concentrate in China or Japan and take a total of 11 courses (46 credits), distributed as follows:

1. Language:

- a. Second-year language courses (10 credits): JPN 220 and 221 or CHI 220 and 221 (2 courses).
- b. Third-year language courses (8 credits): JPN 301 and 302 or CHI 301 and 302 (2 courses). In consultation with her adviser, a student whose proficiency places her beyond the third year must substitute advanced language or literature courses for this requirement.

2. Literature:

- a. At least three EAL courses (12 credits) in the literature or culture of the student's concentration, including a departmental seminar. Students concentrating on China are strongly encouraged to take EAL 231 and 232, and they must take at least one of these two courses. Students focusing on Japan are strongly encouraged to take EAL 241 and 242, and they must take at least one of these courses.
- b. At least one course (4 credits) focusing principally on the literature of another East Asian country.

Electives:

Three additional courses (12 credits) may be chosen from other advanced language or literature courses in the department, or, at the recommendation of the adviser, from related courses in other departments.

Of the eleven required courses, no more than five normally shall be taken in other institutions, such as Five Colleges, Junior Year Abroad programs or summer programs. Students should consult their advisers prior to taking such courses. S/U grading options are not allowed for courses counting toward the major. Students with native fluency of a language are encouraged to take another East Asian language.

Advanced Language Courses:

- CHI 310 Readings in Classical Chinese Prose and Poetry
- CHI 350 Advanced Readings in Chinese: Modern Literary Texts

- CHI 351 Advanced Readings in Chinese: Modern and Contemporary Texts
- JPN 350 Contemporary Texts I
- JPN 351 Contemporary Texts II

Courses taught in English:

- FYS 116 Kyoto Through the Ages
- FYS 145 Eighteen in Two Cultures
- PRS 316 Revising the Past in Chinese Literature and Film
- EAL 231 The Culture of the Lyric in Traditional China
- EAL 232 Modern Chinese Literature
- EAL 236 Modernity: East and West
- EAL 237 Chinese Poetry and the Other Arts
- EAL 238 Literature from Taiwan
- EAL 239 Contemporary Chinese Women's Fiction
- EAL 240 Japanese Language and Culture
- EAL 241 Literature and Culture in Premodern Japan
- EAL 242 Modern Japanese Literature
- EAL 243 Japanese Poetry in Cultural Context
- EAL 244 Construction of Gender in Modern Japanese Women's Writing
- EAL 245 Writing, Japan and Otherness
- EAL 248 The Tale of Genji and The Pillow Book
- EAL 261 Major Themes in Literature: East-West Perspectives (topic course)
- EAL 360 Seminar: Topics in East Asian Languages and Literatures (topic course)
- CLT 260 Health and Illness: Literary Explorations
- EAL 400 Special Studies

Honors

Director: Kimberly Kono

430d Honors Project

(8 credits)

Full-year course; Offered each year

431 Honors Project

8 credits

Offered each Fall

Please consult the director of honors for specific requirements and application procedures.

The Minor in East Asian Languages and Literatures

Advisers: Members of the department

The course requirements are designed so that a student will concentrate on one of the East Asian languages, but will have the option of being exposed to the other courses in the department.

Prerequisites: The first year of Chinese (CHI 110 and 111), Japanese (JPN 110 and 111) or Korean (KOR 101 and 102) is a prerequisite for admission.

Requirements: A total of six courses (26 credits) in the following distribution, no more than three of which shall be taken in other institutions. Students should consult the department prior to taking courses in other institutions. The S/U grading option is allowed only for one course counting toward the minor.

1. Chinese II (CHI 220 and 221), Japanese II (JPN 220 and 221) (10 credits) or Korean II (KOR 201 and 202). (8 credits)
2. Four courses, at least two of which must be EAL courses, chosen from the following:

- FYS 116 Kyoto Through the Ages
- FYS 145 Eighteen in Two Cultures
- PRS 316 Revising the Past in Chinese Literature and Film
- EAL 231 The Culture of the Lyric in Traditional China
- EAL 232 Modern Chinese Literature
- EAL 236 Modernity: East and West
- EAL 237 Chinese Poetry and the Other Arts
- EAL 238 Literature from Taiwan
- EAL 239 Contemporary Chinese Women's Fiction
- EAL 240 Japanese Language and Culture
- EAL 241 Literature and Culture in Premodern Japan
- EAL 242 Modern Japanese Literature
- EAL 243 Japanese Poetry in Cultural Context
- EAL 244 Construction of Gender in Modern Japanese Women's Writing

- EAL 245 Writing, Japan and Otherness
- EAL 248 The Tale of Genji and The Pillow Book
- EAL 261 Major Themes in Literature (topic course)
- EAL 360 Seminar: Topics in East Asian Languages and Literatures
- EAL 400 Special Studies
- CHI 301 Chinese III
- CHI 302 Chinese III (A continuation of 301)
- CHI 310 Readings in Classical Chinese Prose and Poetry
- CHI 350 Advanced Readings in Chinese: Modern Literary Texts
- CHI 351 Advanced Readings in Chinese: Modern and Contemporary Texts
- JPN 301 Japanese III
- JPN 302 Japanese III (A continuation of 301)
- JPN 350 Contemporary Texts I
- JPN 351 Contemporary Texts II
- KOR 301 Korean III
- CLT 260 Health and Illness: Literary Explorations

East Asian Studies

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

East Asian Studies Advisory Committee

- ^{**2} Daniel K. Gardner, Professor of History, *Director*
^{*2} Marilyn Rhie, Professor of Art and of East Asian Studies
^{*1} Dennis Yasutomo, Professor of Government
^{*1} Suzanne Z. Gottschang, Associate Professor of Anthropology and East Asian Studies
 Kimberly Kono, Associate Professor of East Asian Languages and Literatures
 Marnie Anderson, Assistant Professor of History
^{*2} Jina Kim, Assistant Professor of East Asian Studies

Participating Faculty

- Ellie Yunjung Choi, Lecturer in East Asian Studies
 Steven M. Goldstein, Professor of Government
^{*1} Jamie Hubbard, Professor of Religion and Yehan Numata Lecturer in Buddhist Studies
^{*2} Maki Hirano Hubbard, Associate Professor of East Asian Languages and Literatures
^{*1} Peter N. Gregory, Professor of Religion
^{*2} Sabina Knight, Associate Professor of Chinese and Comparative Literature
 Thomas Rohlich, Professor of East Asian Languages and Literatures
 Sujane Wu, Assistant Professor of East Asian Languages and Literatures

The Major

The major in East Asian studies reflects the emergence of East Asia politically, economically and culturally onto the world scene especially during the last century and anticipates the continued importance of the region in the future. It also offers students an opportunity to develop a coherent and comprehensive understanding of the great civilizations of the Asia Pacific region.

The program in East Asian studies is an interdisciplinary major that combines language study with courses in anthropology, history, religion, art and government. Majors graduate from the program with a firm grasp on the culture and history of the region, as well as a command of at least one language. The program therefore prepares students for post-graduate endeavors ranging from graduate school to careers in both the public and private sectors dealing with East Asia.

Requirements for the Major

I. Basis Courses:

1. An East Asian Language: The second year of an East Asian language, which can be fulfilled by Chinese

220 and 221, Japanese 220 and 221, or Korean 220 and 221 or higher-level courses. Extensive language study is encouraged, but only two courses at the second-year level or higher will count toward the major. Normally, language courses will be taken at Smith or within the Five Colleges. Students with native or near-native fluency in an East Asian language must take a second East Asian language. Native and near-native fluency is defined as competence in the language above the fourth-year level.

II. Survey Courses

1. One survey course on the pre-modern civilization of an East Asian country: HST 211, HST 212 or HST 220 or EAS 215
2. EAS 100 Introduction to Modern East Asia (normally by the second year).

III. Electives

1. Six elective courses, which shall normally be determined in consultation with the adviser from the list of approved courses.

- a) Four of the elective courses shall constitute an area of concentration, which can be an emphasis on the civilization of one country (China, Japan or Korea) or a thematic concentration (e.g., comparative modernization, religious traditions, women and gender, political economy, thought and art). Other concentrations may be formulated in consultation with an adviser.
 - b) Electives must include courses in both the humanities and social sciences.
 - c) Electives must include courses on more than one East Asian country.
 - d) One of the elective courses must be a Smith seminar on East Asia.
 - e) At least half of the course credits toward the Major must be taken at Smith.
 - f) No more than one 100-level course shall count as an elective.
 - g) Courses in the major may not be taken pass/fail.
2. Smith courses not included on the approved list may count toward the Major under the following conditions:
 - a) The student obtains the approval of her adviser
 - b) No more than one such course shall be applied toward the major.
 3. Please consult the director of honors or the departmental Web site for specific requirements and application procedures.
 4. Junior Year Abroad programs are encouraged at college-approved institutions in East Asia. EAS recommends the Associated Kyoto Program for Japan, ACC for China and Ewha Woman's University for Korea. Courses taken at JYA programs, as well as courses taken away from Smith at other institutions, may count toward the major under the following conditions:
 - a) The courses are reviewed and approved by the East Asian Studies Advisory Committee upon completion.
 - b) Courses taken away from Smith must not total more than half of the credits counted toward the major.

Advisers: Marnie Anderson, Daniel K. Gardner, Marilyn Rhie, Dennis Yasutomo, Suzanne Z. Gottschang, Kimberly Kono, Jina Kim

EAS 100 Introduction to Modern East Asia

This course looks comparatively at the histories of China, Japan and Korea from the late 18th century to the present. It examines the struggles of these countries to preserve or regain their independence and establish their national identities in a rapidly emerging and often violent modern world order. While each of these countries has its own distinctive identity, their overlapping histories (and dilemmas) give the region a coherent identity. We also will look at how individuals respond to and are shaped by larger historical movements. **(H)** 4 credits

Jonathan Lipman

Offered Fall 2010, Fall 2011

EAS 200 Colloquium: Topics in East Asian Studies

Focusing on a theme of significance to the region, this course is designed to introduce students to a variety of methods of inquiry used for research in the interdisciplinary field of East Asian Studies. Students will be introduced to methods of locating and analyzing information sources, developing research questions and writing during the course of the semester. Normally taken in the sophomore or junior year. Also open to non-EAS majors.

Korean Diaspora: Korea Inside and Outside

Modern Korea has had more than a century-long history of immigration and emigration. We will study Korean emigration and their communities around the world as well as the new immigrant population now being formed inside Korea. Some of the questions we will dealing with: How has Korean diaspora changed the landscape of Korean and world culture; what are some new social problems of immigrants inside and outside Korea; how can we begin to re-conceptualize multicultural and multiracial identities? We will explore this topic through our study of theories of migration and demographics, history of immigration and law, theories of cultural adaptation and oral histories. Prerequisite: EAS 100. Enrollment limited to 18. **(S)** 4 credits

Jina Kim

Not offered 2010–11

EAS 210 Colloquium: Culture and Diplomacy in Asia

The course explores the influence of Asian cultures on the diplomacy and negotiating styles of East and Southeast Asian countries. Specific countries include Japan, China, North Korea and the Association of Southeast Asian Nations. Case studies will be based on current, on-going regional and global issues.

Enrollment limited to 18. (E) **[S]** 4 credits

Dennis Yasutomo

Offered Spring 2012

EAS 214 Korean Film and Culture

Topic: Extreme Emotions. We will study Korean films to think about expressions of and contemporary uses of emotion. We will consider how these cinematic texts serve as a site for theorizing and historicizing emotion in modern Korea. In particular, we will explore the most extreme, but also the most basic, human emotions such as fear, pain, love and sadness. In addition, we will ask how Korean films produce versions of emotional life that address various aspects of Korean history, class, gender, sexuality and culture. Films will be supplemented with theory, history and popular culture texts and draw on writings by both Eastern and Western thinkers such as Confucius, Yi Sang, Foucault and Sartre. **[A/H]** 4 credits

Jina Kim

Offered Fall 2010

EAS 215 Pre-modern Korean History: Public Lives, Private Stories

This course is a survey of cultural, social and political history of Korea from early times to the 19th century. We will explore major cultural trends, intellectual developments and political shifts during Korea's long dynastic history. Some of the topics include literati culture, nativism and folk culture, gender in traditional Korean society, foreign relations, and Confucianism and kingship. All of these topics will be explored through the lens of changing perceptions of public and private lives of those who had become part of both public and private histories and stories of Korea. **[H]** 4 credits

Jina Kim

Offered Spring 2012

EAS 216 Urban Modernity in Colonized Korea

With a population of 12 million, congested streets and soaring skyscrapers, Seoul has become an important

socioeconomic, political and cultural center. This course explores the colonial history of the city beginning with Japanese colonization of Korea during the first half of the 20th century. It moves on to a consideration of the postwar U.S. military occupation of South Korea during the latter half of the 20th century and traces changes in the city's culture, people, politics, commerce and industry. Attention will be given to the entrance of new technology, rise of new architectural spaces, emergence of new subjectivities and migration of people. (E) **[H]** 4 credits

Jina Kim

Offered Spring 2011

EAS 217 Colloquium: Korean Popular Culture: Translating Tradition into Pop Culture

This course investigates and evaluates contemporary South Korean popular culture and the 21st century cultural phenomenon called *hallyu* (Korean Wave). It will consider the popularity of the Wave and the backlash against it both in East Asia and globally. It will raise the issue of how film, television, music, *manhwa* (comic books), sports and the Internet, participate in the transnational production and circulation of culture, identity, modernity, tradition, ideology and politics. The course aims to equip students with analytical tools to critically think about and understand popular culture. Enrollment limited to 18. (E) **[H]** 4 credits

Jina Kim

Offered Spring 2012

EAS 219 Modern Korean History

This course is a general survey of Korean political, social, economic and cultural histories from the mid-19th century through the present. We will examine major events such as the 1876 opening of ports, 1910 colonization by Japan, the March First movement of 1919, liberation and division in 1945, the Korean War, democratization since 1987, the 1997 financial crisis and the 2000 Inter-Korea Summit. We will also consider modernization, nationalism, industrialization and urbanization, changing gender relations, the nuclear issue and the Korean culture industry. **[H]** 4 credits

Jina Kim

Offered Spring 2011

EAS 270 Colloquium in East Asian Studies*Art of Korea*

Architecture, sculpture, painting and ceramic art of Korea from Neolithic times to the 18th century. **{A/H}** 4 credits

Marylin Rbie

Offered Spring 2011

Japanese Buddhist Art

Study of the Japanese Buddhist art traditions in architecture, sculpture, painting, gardens and the tea ceremony from the sixth to the 19th centuries. **{A/H}** 4 credits

Marylin Rbie

Not offered 2010–11

EAS 279 Colloquium: The Art and Culture of Tibet

The architecture, painting and sculpture of Tibet are presented within their cultural context from the period of the Yarlung dynasty (seventh century) through the rule of the Dalai Lamas to the present. **{A/H}** 4 credits

Marylin Rbie

Offered Fall 2010

EAS 235 Korea: North and South

North-South Korean relations have changed dramatically since the 1998 inception of the South Korean “Sunshine Policy” of engagement with North Korea. The Inter-Korea Summit in 2000 was the beginning of a new era of official, economic and cultural exchanges between the two countries. Yet despite the overarching spirit of reconciliation between North and South, political tensions run high, especially with continued concerns about the North’s weapons policies. Beginning with a brief look into the formation of the North and South Korean states, the course will examine the political history of inter-Korean relations and also consider how the South Korean and global (US) depictions of the “rogue state” in the news and media reflect the changing socio-political climate. Enrollment limited to 18. **{H/S}** 4 credits

Ellie Yunjung Choi

Offered Fall 2010

EAS 350 Seminar: Modern Girls and Marxist Boys: Consumerism, Colonialism and Gender in East Asia

This course explores discourses of modern “femininity” and modern “masculinity” through the study of the two iconic figures to emerge in the early 20th century: Modern Girls and Marxist Boys. Through these figures,

the course seeks to enrich our understanding of gendered politics, consumer culture, colonial modernity and international relations and the important historical relationship between modernity and Marxism in East Asia. Enrollment limited to 18. (E) **{H}** 4 credits

Jina Kim

Not offered 2010–11

EAS 375 Seminar: Dimensions in Japan–United States Relations

The 2008 election in the U.S. and the 2009 poll in Japan serve, potentially, as catalysts for a major “change” within and between these two countries. The seminar will analyze the broader contemporary context and implications of the emerging relationship between the historic administrations of Barack Obama and Yukio Hatoyama. The interdisciplinary inquiry will incorporate political-diplomatic, socio-cultural, historical and economic-financial perspectives. Permission of the instructor required **{S}** 4 credits

Dennis Yasutomo

Not offered 2010–11

EAS 404 Special Studies

4 credits

Offered both semesters each year

EAS 408d Special Studies

8 credits

Full-year course; Offered each year

EAS 430d Honors Project

8 credits

Full-year course; Offered each year

Cross-Listed Course

HST 213 (C) Aspects of East Asian History

Topic: Revolutionary Movements in 20th-Century Asia.

This course looks at major twentieth century revolutions in Asia against the larger historical backdrop of global revolution and social change. As an initial reference point, we will briefly review the Industrial Revolution, the onslaught of imperialism at the turn of the 20th century, and the Marxist response. Then we will examine how these social visions were adopted in the Asian context by early nationalist thinkers. Specifically we will study the social foundations for modernity,

capitalism and imperialism during the Meiji Revolution, and examine how the three socio-historical factors led to the rise of Marxist thought in China, Vietnam and Korea. Students will not only leave the course with a good understanding of the nature of revolution and social change in the modern world, but also the complex relationship between mass psychology, social organization, power and surveillance in the modern East Asia revolutionary movements. **(H/S)** 4 credits

Ellie Yonjung Choi

Offered Fall 2010

Approved Courses in the Humanities

- ARH 101 Buddhist Art
 ARH 120 Introduction to Art History: Asia
 ARH 222 The Art of China
 ARH 224 The Art of Japan
 ARH 275 Studies in Asian Art
Topic: Chinese Painting
 EAL 231 The Culture of the Lyric in Traditional China
 EAL 232 Modern Chinese Literature
 EAL 236 Modernity: East and West
 EAL 237 Chinese Poetry and the Other Arts
 EAL 238 Literature from Taiwan
 EAL239/CLT239 Contemporary Chinese Women's Fiction
 EAL 240 Japanese Language and Culture
 EAL 241 Literature and Culture in Premodern Japan
 EAL 242 Modern Japanese Literature
 EAL 243 Japanese Poetry in Cultural Context
 EAL 244 Construction of Gender in Modern Japanese Women's Writing
 EAL 245 Writing, Japan and Otherness
 EAL 248 *The Tale of the Genji* and *The Pillow Book*
 EAL 261 Major Themes in Literature: East-West Perspectives (topics course)
 EAL 360 Seminar: Topics in East Asian Languages and Literatures (topics course)
 EAS 214 Korean Film and Culture
 EAS 218 Thought and Art in China
 EAS 270 Colloquium in East Asian Studies
Topic: Art of Korea
 EAS 279 Colloquium: The Art and Culture of Tibet
 KOR 301 ASIANS 397C (UMass, Fall 2010)

- KOR 202 ASIANS 297C (UMass, Spring 2011)
 REL 263 Zen
 REL 360 Seminar: Problems in Buddhist Thought

Approved Courses in the Social Sciences

- ANT 200 Topics in Anthropology: Humans and Nature in China
 ANT 251 Women and Modernity in East Asia
 ANT 252 The City and the Countryside in China
 ANT 253 Introduction to East Asian Societies and Cultures
 ANT 342 Seminar: Topics in Anthropology
 EAS 100 Introduction to Modern East Asia
 EAS 200 Colloquium: Topics in East Asian Studies
 EAS 210 Colloquium: Culture and Diplomacy in Asia
 EAS 215 Pre-Modern Korean History: Public Stories and Private Lives
 EAS 216 Urban Modernity in Colonized Korea
 EAS 217 Colloquium: Korean Popular Culture: Translating Tradition into Pop Culture
 EAS 218 Premodern Korean History: Public Stories and Private Lives
 EAS 219 Modern Korean History
 EAS 270 Colloquium in East Asian Studies
Topic: Travel and the Historical Imagination in Korea
 EAS 350 Seminar: Modern Girls and Marxist Boys: Consumerism, Colonialism and Gender in East Asia
 EAS 375 Seminar: Dimensions in Japan—United States Relations
 GOV 228 The Government and Politics of Japan
 GOV 230 The Government and Politics of China
 GOV 251 Foreign Policy of Japan
 GOV 344 Seminar on Foreign Policy of the Chinese People's Republic
 GOV 348 Seminar in International Politics: Conflict and Cooperation in Asia
 HST 101 Geisha, Wise Mothers and Working Women
 HST 211 The Emergence of China
 HST 212 China in Transformation, A.D. 750–1900
 HST 214 Aspects of Chinese History
 HST 216 Women in Chinese History
 HST 217 World War Two in East Asia: History and Memory

- HST 218 Thought and Art in China
- HST 220 Colloquium: Japan to 1600
- HST 221 The Rise of Modern Japan
- HST 222 Aspects of Japanese History
- HST 223 Women in Japanese History from Ancient
Times to the 19th Century

The Minor

The interdepartmental minor in East Asian studies is a program of study designed to provide a coherent understanding of and basic competence in the civilizations and societies of China, Japan and Korea. It may be undertaken in order to broaden the scope of any major; to acquire, for comparative purposes, an Asian perspective within any of the humanistic and social-scientific disciplines; or as the basis of future graduate work and/or careers related to East Asia.

Requirements: The minor will consist of a total of six courses, no more than three of which shall be taken at other institutions. Courses taken away from Smith require the approval of the East Asian Studies Advisory Committee.

1. EAS 100 Introduction to Modern East Asia (normally by the second year)
2. Five elective courses, which shall be determined in consultation with the adviser.
 - a. One year of an East Asian language is strongly encouraged and may constitute two elective courses. (One semester of a language may not be counted as an elective).
 - b. At least three elective courses may be at the 200- or 300-level
 - c. Courses may not be taken pass/fail.

Advisers: Marnie Anderson, Daniel K. Gardner, Marylin Rhie, Dennis Yasutomo, Suzanne Z. Gottschang, Kimberly Kono, Jina Kim

Economics

Visiting faculty and some lecturers are generally appointed for a limited term.

Visit www.smith.edu/catalog for current course information.

Professors

^{*1, *2} Andrew Zimbalist, Ph.D.
 Randall Bartlett, Ph.D.
^{**2} Robert Buchele, Ph.D.
 Roger T. Kaufman, Ph.D.
^{*1} Elizabeth Savoca, Ph.D.
 Deborah Haas-Wilson, Ph.D.
^{†2} Charles P. Staelin, Ph.D., *Chair*
^{**1} Nola Reinhardt, Ph.D.
^{**2} Mahnaz Mahdavi, Ph.D.

Associate Professors

^{†2} Thomas A. Riddell, Ph.D.
^{*1} James Miller, Ph.D., J.D.
^{**1} Roisin O'Sullivan, Ph.D.

Assistant Professor

Susan Stratton Sayre, Ph.D.

Lecturer

Thomas Bernardin, M.A.

First-year students who are considering a major in the department and who hope to spend their junior year abroad are strongly advised to take 150 and 153 in the first year and to take additional courses in economics in the sophomore year. Majors in economics are strongly advised to take 250, 253 and 190 as soon after the introductory courses as possible. Students considering graduate study in economics are advised to master the material in ECO 255 and 240 as well as MTH 111, 112, 211, 212, 225 and 243.

A. General Courses

123 Cheaper by the Dozen: Twelve Economic Issues for Our Times

This course for the concerned non-economist addresses pressing issues in contemporary U.S. and global society, including poverty and inequality, education, health-care, social security, the environment, the national debt and global economic integration. Economic concepts presented in lay English and elementary math are used to help explain each social problem and to illuminate the core debates on appropriate solutions. May not be counted toward the major or minor in economics. Open only to junior and senior non-economics majors or minors. A student may not receive credit for both

ECO 123 and either of ECO 150 or ECO 153 (or their equivalents), nor for both ECO 123 and ECO 127. **{S}** 4 credits.

To be announced

Not offered in 2010–11

125 Economic Game Theory

An examination of how rational people cooperate and compete. Game theory explores situations in which everyone's actions affect everyone else and everyone knows this and takes it into account when determining their own actions. Business, military and dating strategies will be examined. No economics prerequisite. Prerequisite: at least one semester of high school or college calculus. **{S}** 4 credits

James Miller

Not offered in 2010–11

127 The Magic of the Marketplace

An introduction to capitalism. Markets have made the average American richer than any medieval king. Take this course to find out why. Other topics covered include innovation, discrimination, prostitution, environmental economics, international trade, affirmative action, business competition, price gouging, illegal drugs, Internet piracy, baby auctions, inequality and IQ, the stock market, the minimum wage, an economic love

story, the economics of government and why Africa is poor. This course is less mathematical than Economics 150. Open only to junior and senior non-economics majors or minors. A student may not receive credit for both ECO 127 and ECO 150 (or its equivalent), nor for both ECO 127 and ECO 123. (E) **{S}** 4 credits

James D. Miller

Not offered in 2010–11

150 Introductory Microeconomics

How and how well do markets work? What should government do in a market economy? How do markets set prices, determine what will be produced, and decide who will get the goods? We consider important economic issues including preserving the environment, free trade, taxation, (de)regulation and poverty. **{S}** 4 credits

Members of the department

Offered both semesters each year

153 Introductory Macroeconomics

An examination of current macroeconomic policy issues, including the short and long-run effects of budget deficits, the determinants of economic growth, causes and effects of inflation, and the effects of high trade deficits. The course will focus on what, if any, government (monetary and fiscal) policies should be pursued in order to achieve low inflation, full employment, high economic growth and rising real wages. **{S}** 4 credits

Members of the department

Offered both semesters each year

190 Introduction to Statistics and Econometrics

Summarizing, interpreting and analyzing empirical data. Attention to descriptive statistics and statistical inference. Topics include elementary sampling, probability, sampling distributions, estimation, hypothesis testing and regression. Assignments include use of statistical software and micro computers to analyze labor market and other economic data. Prerequisite: 150 and 153 recommended. Students will not be given credit for both ECO 190 and any of the following courses: MTH 190/PSY 190, GOV 190, MTH 245 or SOC 201. **{S/M}** 4 credits

Robert Buchele, Elizabeth Savoca

Offered both semesters each year

B. Economic Theory

224 Environmental Economics

The economic causes of environmental degradation and the role that markets can play in both causing and solving pollution and resource allocation problems. Topics include resource allocation and sustainability, cost-benefit analysis, pollution standards, taxes and permits, public goods and common property resources. Prerequisite: 150. **{S}** 4 credits

Susan Stratton Sayre

Offered Spring 2011

240 Econometrics

Applied regression analysis. The specification and estimation of economic models, hypothesis testing, statistical significance, interpretation of results, policy implications. Emphasis on practical applications and cross-section data analysis. Prerequisites: 150, 153 and 190 and MTH 111. **{S/M}** 4 credits

Robert Buchele

Offered Spring 2011

250 Intermediate Microeconomics

Focuses on the economic analysis of resource allocation in a market economy and on the economic impact of various government interventions, such as minimum wage laws, national health insurance and environmental regulations. Covers the theories of consumer choice and decision making by the firm. Examines the welfare implications of a market economy, and of federal and state policies which influence market choices. Prerequisite: 150, MTH 111 or its equivalent. **{S}** 4 credits

Susan Stratton Sayre, Deborah Haas-Wilson

Offered both semesters each year

253 Intermediate Macroeconomics

Builds a cohesive theoretical framework within which to analyze the workings of the macroeconomy. Current issues relating to key macroeconomic variables such as output, inflation and unemployment are examined within this framework. The role of government policy, both in the short run and the long run, is also assessed. Prerequisite: 153, MTH 111 or its equivalent. **{S}** 4 credits

Roisin O'Sullivan, Roger Kaufman

Offered both semesters each year

255 Mathematical Economics

The use of mathematical tools to analyze economic problems, with emphasis on linear algebra and differential calculus. Applications particularly in comparative statics and optimization problems. Prerequisites: MTH 111, 112, 211, 212, ECO 250 and 253 or permission of the instructor. **[S/M]** 4 credits

Roger Kaufman

Not offered in 2010–11

272 Law and Economics

An economic analysis of legal rules and cases. Topics include contract law, accident law, criminal law, the Coase theorem and the economics of litigation. Prerequisite: 250. **[S]** 4 credits

James Miller

Not offered in 2010–11

362 Seminar: Population Economics

Topic: The Economics of Aging. Many countries today face rapidly aging populations. The economic consequences will pose enormous challenges to policymakers. What are the implications of an aging population for the sustainability of pension funds and health care systems? for labor force growth and productivity growth? for savings and asset markets? for the demand for public and private goods? What policy options have economists offered to deal with these issues? In this seminar we will study these questions and more from both microeconomic and macroeconomic perspectives. Prerequisites: ECO 250, 253 and 190. Enrollment limited to 15. **[S]** 4 credits

Elizabeth Savoca

Not offered in 2010–11

363 Seminar: Inequality

The causes and consequences of income and wealth inequality. Social class and social mobility in the U.S. The role of IQ and education. The distributional impact of technical change and globalization. Is there a “trade-off” between equality and economic growth? The benefits of competition and cooperation. Behavioral and experimental economics: selfishness, altruism and reciprocity. Fairness and the dogma of economic rationality. Does having more stuff make us happier? Prerequisites: 190, 150 and 250. **[S]** 4 credits

Robert Buchele

Offered Spring 2011

372 Seminar: Law and Economics

An economic analysis of legal rules and cases. Topics include contract law, accident law and criminal law. Students will participate in mock trials, write several short papers judging the mock trials and complete a significant research paper. (Students may not receive credit for both ECO 372 and ECO 272.) Prerequisite: ECO 250. (E) W1 **[S]** 4 credits

James Miller

Offered Spring 2011

C. The American Economy

204 American Economic History: 1860–2010

Major topics include the economic results of Civil War; the emergence of the United States as the leading industrial power; the rise of giant industry; beginnings of economic and social regulation; internationalization of the economy; the Great Depression and New Deal; the economics of World War II and post war boom; stagflation; Reaganomics; the information revolution and the Great Recession. Prerequisites: 150 and 153.

[H/S] 4 credits

Mark Aldrich

Offered Fall 2010

221 Labor Economics & Human Capital

An examination of the general characteristics of the labor market: why individuals engage in work and how labor market choices are made by workers and by firms, theories of human capital and in particular how education, skills and training enhance earning potentials, discrimination in the labor market and the role of labor unions. Prerequisites: 150 and 153. 4 credits

To be announced

Not offered in 2010–11

230 Urban Economics

Economic analysis of the spatial structure of cities—why they are where they are and look like they do. How changes in technology and policy reshape cities over time. Selected urban problems and policies to address them, include housing, transportation, concentrations of poverty, financing local government. Prerequisite: 150. **[S]** 4 credits

Randall Bartlett

Offered Spring 2011

231 The Sports Economy

The evolution and operation of the sports industry in the United States and internationally. The course will explore the special legal and economic circumstances of sports leagues, owner incentives, labor markets, government, public subsidies and other issues. Prerequisite: ECO 150; ECO 190 is recommended. **{S}** 4 credits

Andrew Zimbalist

Offered Spring 2011

233 Free Market Economics

An examination of the philosophy and ethics of economic theory and policy. Questions to be considered include the nature and meaning of economic justice, the free market, the role of the state in determining economic outcomes, and the distinction between positive and normative economics. Prerequisite: ECO 250 or 253 or permission of the instructor. **{S}** 4 credits

Thomas Bernardin

Offered Fall 2010

265 Economics of Corporate Finance

An investigation of the economic foundations for investment, financing and related decisions in the business corporation. Basic concerns and responsibilities of the financial manager, and the methods of analysis employed by them is emphasized. This course is designed to offer a balanced discussion of practical as well as theoretical developments in the field of financial economics. Prerequisites: 190, 250, MTH 111. **{S}** 4 credits

Mahmaz Mahdavi

Offered Fall 2010

275 Money and Banking

An investigation of the role of financial instruments and institutions in the economy. Major topics include the determination of interest rates, the characteristics of bonds and stocks, the structure and regulation of the banking industry, the functions of a modern central bank and the formulation and implementation of monetary policy. Prerequisite: 253 or permission of the instructor. **{S}** 4 credits

Thomas Bernardin

Offered Spring 2011

314 Seminar: Industrial Organization and Antitrust Policy

An examination of the latest theories and empirical evidence about the organization of firms and industries.

Topics include mergers, advertising, strategic behaviors such as predatory pricing, vertical restrictions such as resale price maintenance or exclusive dealing, and antitrust laws and policies. Prerequisite: 250. **{S}** 4 credits

Deborah Haas-Wilson

Offered Fall 2010

331 Seminar: The Economics of College Sports and Title IX

This seminar will explore the similarities and differences between professional and college sports. The economic factors that condition the evolution of college sports will be examined in detail, as will the relationship between gender equity (as prescribed by Title IX) and overall intercollegiate athletic programs. Topics will include: history of college sports; the role of the NCAA; efforts at reform; cross subsidization among sports; academic entrance and progress toward degree requirements; racial equity; coach compensation; pay for play; antitrust and tax treatment; commercialization; financial outcomes; progress toward gender equity; efforts to impede gender equity, among others. Prerequisites: ECO 250 and 190. **{S}** 4 credits

Andrew Zimbalist

Not offered in 2010–11

341 Economics of Health Care

An examination of current economic and public policy issues in health care. Topics include markets for health insurance, physician services and hospital services; public policies to enhance health care quality and access; the economics of the pharmaceutical industry; and alternatives for reforming the U.S. health care system. Prerequisites: 250 and 190 or permission of the instructor. **{S}** 4 credits

Deborah Haas-Wilson

Not offered in 2010–11

351 Seminar: The Economics of Education

Topic: Economics of Higher Education. An exploration of several of the following topics in the economics of higher education: the economic returns to a college education; the additional economic returns to attending an elite college; the determinants of college admissions; the role of SAT scores in determining performance in college; the construction and effects of the *U.S. News* rankings of colleges; peer effects in colleges; and the current (and future) crisis in funding higher education. Throughout the course an emphasis will

be placed on empirically testing economic hypotheses using several databases. Prerequisites: 250 and 190. **[S]** 4 credits

Roger Kaufman

Offered Fall 2010

D. International and Comparative Economics

211 Economic Development

An overview of economic development theory and practice since the 1950s. Why have global economic inequalities widened? What economic policies have been implemented in the developing countries of Asia, Latin America, Africa and the Middle East in search of economic development, what theories underlie these policies, and what have been the consequences for economic welfare in these regions? Topics include trade policy (protectionism versus free trade), financial policy, industrial development strategies, formal and informal sector employment, women in development, international financial issues (lending, balance of payments deficits, the debt and financial crises), structural adjustment policies and the increasing globalization of production and finance. Prerequisites: 150 and 153. **[S]** 4 credits

Nola Reinhardt

Not offered in 2010–11

213 The World Food System

Examination of changing international patterns of food production and distribution to shed light on the paradox of world hunger in the face of global food abundance. Explores the development of modern agricultural practices and their advantages and disadvantages compared to traditional farming methods. Considers the transformation of third-world agriculture in the context of increasing concentration in agricultural production and marketing, the debate over food aid, technology transfer to developing countries, GATT/WTO agricultural agreements and structural adjustment/globalization policies. Prerequisite: 150. **[S]** 4 credits

Nola Reinhardt

Offered Fall 2010

226 Economics of European Integration

Why would countries give up their own currencies to adopt a common new one? Why can citizens of

Belgium simply move to France without any special formalities? This course will investigate such questions by analyzing the ongoing integration of European countries from an economic perspective. While the major focus will be on the economics of integration, account will be taken of the historical, political and cultural context in which this process occurred. Major topics include the origins, institutions and policies of the European Union; the integration of markets for labor, capital and goods; and monetary integration. Prerequisites: ECO 150 and 153. **[S]** 4 credits

Roisin O'Sullivan

Not offered in 2010–11

295 International Trade and Commercial Policy

An examination of the trading relationships among countries and of the flows of factors of production throughout the world economy. Beginning with the theories of international trade, this course moves on to examine various policy issues in the international economy, including commercial policy, protectionism and the distribution of the gains from trade, multilateral trade negotiations, preferential trade agreements, the impact of transnational firms and globalization, immigration and trade and economic development. Prerequisite: 250. **[S]** 4 credits

Charles Staelin

Offered Spring 2011

296 International Finance

An examination of international monetary theory and institutions and their relevance to national and international economic policy. Topics include mechanisms of adjustment in the balance of payments; macroeconomic and exchange-rate policy for internal and external balance; international movements of capital; and the history of the international monetary system—its past crises and current prospects; issues of currency union and optimal currency area; and emerging markets. Prerequisite: 253. **[S]** 4 credits

Mahnaz Mabdavi

Offered Fall 2010

PRS 308 Urbanization in the 21st Century:

Comparative Prospects, Problems and Policies

Urban growth is inextricably linked to economic development, environmental impact, social change and political conflict. By 2050, world urban population will double from 3 billion to 6 billion. Rates of urbanization, problems associated with urban growth, and

policies to address those vary substantially. The urban population in Japan and in Eastern Europe is projected to fall. In the U.S. and South America it is projected to increase by half. In Sub-Saharan Africa and India it is projected to triple. We will develop multidisciplinary case studies of 21st century urbanization. Enrollment limited to 12 juniors and seniors majoring in social sciences. (E) **{S}** 4 credits

Randall Bartlett (Economics)

Not offered in 2010–11

310 Seminar: Comparative Labor Economics

Topic: Labor Economics and Compensation Systems. Why do lawyers and doctors make so much more than college professors? Are corporate executives paid too much or too little? How much of the male-female wage gap is due to discrimination? Is education an investment in human capital, a signal, or a means of reproducing the class structure? How has trade with developing countries affected wages in the United States? In this seminar we shall apply and extend economic theory to analyze these and other questions in labor economics. Prerequisites: Eco 250, 190 and MTH 111 (calculus). **{S}** 4 credits

Roger Kaufman

Not offered in 2010–11

318 Seminar: Latin American Economies

The Latin American economies have undergone a dramatic process of economic collapse and restructuring since 1980. We examine the background to the collapse and the economic reforms implemented in response. We assess the economic performance of the region under this “neoliberal” model, and ask why it is being increasingly rejected throughout the region. We consider the current status and future prospects of the region’s economies. Prerequisites: 250 or 253 and one course in international economics or development. **{S}** 4 credits

Nola Reinhardt

Offered Fall 2010

375 Seminar: The Theory and Practice of Central Banking

What role do central banks play in the management of short-run economic fluctuations? What has driven the recent global trend towards more powerful and independent central-banking institutions? This course will explore the theoretical foundations that link central

bank policy to real economic activity. Building on this theoretical background, the monetary policy frameworks and operating procedures of key central banks will then be examined. Much of the analysis will focus on the current practices of the U.S. Federal Reserve and the European Central Bank, with a view to identifying the relative strengths and weaknesses of the two institutions. Prerequisite: 253. **{S}** 4 credits

Roisin O’Sullivan

Not offered in 2010–11

395 Seminar: Topics in International Trade

The globalization of the world economy has contributed to both boom and crisis. This seminar will explore selected topics relating to the increased openness of national borders to the flow of goods and services, labor and real capital. Possible topics include the implications the new theories of international trade for the analysis of commercial policy, the national politics of commercial policy in a global economy, regional integration, the emergence of China as a global trading power, the use of trade policy as a strategy for growth and development, direct foreign investment, the relationships between trade, international trade organizations and national sovereignty, the international implications of financial crisis and recession, and the constraints on the United States as a debtor nation. Prerequisite: 250 and one 200-level course in international economics. **{S}** 4 credits

Charles Staelin

Not offered in 2010–11

396 Seminar: International Financial Markets

This seminar focuses on four aspects of international financial markets: (1) International Portfolio Diversification with an emphasis on the role of the emerging economies; (2) Global Financial Crises and their impact on the economy; (3) Global Economic Imbalances provides an analysis of comparison of saver economies such as China, Germany and Japan with that of the borrowing economies such as the US; (4) The Foreign Exchange Market focuses on currency crises and international disputes about China’s exchange rate policy. In studying each topic, both theoretical frameworks and empirical analyses are considered.

Prerequisites: 265 and 296; 240 is strongly recommended. **{S}** 4 credits

Mahnaz Mahdavi

Offered Spring 2011

E. Special Studies

Admission to special studies is by permission of the department, normally for majors who have had four semester courses in economics above the introductory level. Students contemplating a special studies should read the guidelines for special studies in the department's webpage: www.smith.edu/economics.

404 Special Studies

4 credits

Offered both semesters each year

408d Special Studies

8 credits

Full-year course; Offered each year

The Major

Advisers: Randall Bartlett, Robert Buchele, Deborah Haas-Wilson, Roger Kaufman, Mahnaz Mahdavi, James Miller, Roisin O'Sullivan, Nola Reinhardt, Elizabeth Savoca, Susan Stratton Sayre, Charles Staelin, Andrew Zimbalist

Adviser for Study Abroad: Mahnaz Mahdavi

Basis: 150 and 153.

Requirements: ECO 150 and 153 or their equivalent, ECO 190, ECO 250, ECO 253 and five other courses in economics. One of these five must be a 300 level course (or honors thesis) taken at Smith (or with prior permission at one of the other Five Colleges) that includes an economics research paper and an oral presentation. ECO 190 may be replaced with GOV 190, SOC 201, PSY 190/MTH 190 or EGR 241 or MTH 241 or MTH 245, followed in each case by MTH 247. MTH 111 or its equivalent is a prerequisite for ECO 250 and ECO 253.

A student who passes the economics placement exam for ECO 150 or ECO 153, or who passes the AP examination in Microeconomics or Macroeconomics with a score of 4 or 5, or who has the appropriate grades in A-level or IB courses in economics, may count this as the equivalent of ECO 150 and/or ECO

153, with course credit toward the major in economics. Students with AP, A-level or IB credit are urged to take the placement exams to ensure correct placement.

With prior permission of the instructor, economics credit will be given for public policy and environmental science and policy courses when taught by a member of the economics department. Economics credit will not be given for AGC 223.

The S/U grading option is not allowed for courses counting toward the economics major. An exception may be made in the case of 150 and 153.

Majors may spend the junior year abroad if they meet the college's requirements. Only four semester course credits (and no more than two in any one semester) taken by a Smith student outside the Five Colleges may be counted toward the courses required for the major. This includes courses taken during study abroad or study away, and courses taken in summer school or during a leave of absence from the college. Any course taken for economics credit outside the Five Colleges should normally have prior approval by the major adviser or the department's Adviser for Study Abroad. Economics courses and appropriate statistics courses taken by transfer students before their matriculation to Smith and approved by the department and the college will be counted toward the major as if they had been taken at Smith.

Majors may participate in the Washington Economic Policy semester at American University. See Thomas Riddell for more information.

Majors may also participate in the Semester-in-Washington Program administered by the Department of Government and described under the government major.

The Minor

Advisers: Same as for the major

Requirements: Six courses in economics, consisting of 150, 153, 190 and three other courses in economics; or 150, 153, a statistics course taken outside of the department and four other courses in economics. Crediting procedures are the same as for the major.

Honors

Director: Robert Buchele

430d Honors Project

8 credits

Full-year course; Offered each year

430 Honors Project

8 credits

Offered Fall 2010

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Education and Child Study

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

^{†1} Sue J. M. Freeman, Ph.D.
^{†1} Alan N. Rudnitsky, Ph.D.
Rosetta Marantz Cohen, Ed.D.
Susan M. Etheredge, Ed.D., *Chair*
Sam Intrator, Ph.D.

Associate Professor

Lucy Mule, Ph.D.

Lecturers

Cathy Hofer Reid, Ph.D.
Cathy Weisman Topal, M.A.T.
Janice Gatty, Ed.D.
Catherine Swift, Ed.M.
Carol B. Berner, M.S.Ed.
Danial Salvucci, Ed.M., M.E.D.

Advisory Committee

Gwen Agna, M.Ed.
Carol Gregory, M.A.
Johanna M. McKenna, M.A.
Suzanne Scallion, M.Ed.
Lesley D. Wilson, M.A.

Coordinator of Teacher Education

Andrew J. Wood, M.A.T.

Students who, irrespective of major, desire to comply with the varying requirements of different states for licensure to teach in public schools are urged to consult the department as early as possible during their college career.

340 Historical and Philosophical Perspectives and the Educative Process

A colloquium integrating foundations, the learning process and curriculum. Open only to Smith senior majors. **{S}** 4 credits

Rosetta Cohen

Offered Spring 2011

Historical and Philosophical Foundations

110 Introduction to American Education

This course is an introduction to educational foundations. This course is designed to introduce you to the basic structure, function and history of American education, and to give you perspective on important contemporary issues in the field. Includes directed observation in school settings. Not open to students who have had two or more courses in the department. Enrollment limited to 35. **{S}** 4 credits

To be announced

Offered Spring 2011

IDP 118 The History and Critical Issues of Museums

SOC 317 Seminar: Inequality in Higher Education

552 Perspectives on American Education

Required of all candidates for the M.A. and the M.A.T. degrees. 4 credits

Rosetta Cohen

Offered Spring 2011

Sociological and Cultural Foundations

200 Education in the City

The course explores how the challenges facing schools in America's cities are entwined with social, economic and political conditions present within the urban environment. Our essential question asks how have urban educators and policy makers attempted to provide a quality educational experience for youth when issues associated with their social environment often present significant obstacles to teaching and learning? Using relevant social theory to guide our analyses, we'll investigate school reform efforts at the macro-level by looking at policy-driven initiatives such as high stakes testing, vouchers and privatization and at the local level by exploring the work of teachers, parents, youth

workers and reformers. There will be fieldwork opportunities available for students. Enrollment limited to 35.

{S} 4 credits

Sam Intrator

Offered Fall 2010

210 Literacy in Cross-Cultural Perspective

This course will address issues in literacy and literacy education among special populations, specifically culturally and linguistically diverse learners. We will closely examine the multiple contexts for literacy education including school, home and community. Special topics include: sociocultural theory of literacy and literacy education; role of language in literacy education; role of culture in literacy and learning; literacy instruction in multilingual/multicultural classroom contexts; language, culture and the politics of schooling; and critical literacy in school and community. This course has a field component. Enrollment limited to 35. **{S}** 4 credits

Lucy Mule

Offered Fall 2010

232 The American Middle School and High School

A study of the American secondary and middle school as a changing social institution. An analysis of the history and sociology of this institution, modern school reform, curriculum development and contemporary problems of secondary education. Directed classroom observation. Not open to first-year students. Enrollment limited to 35. **{S}** 4 credits

Carol Berner

Offered Fall 2010

237 Comparative Education

This course will look at key issues, themes and challenges in contemporary schooling in various parts of the world including Asia, Africa, South America, Europe and the United States. Using mainly case studies within national and cross-national contexts, we will explore schooling and its implications on classroom practice, teachers, students and society. Topics will include schools as cultural sites, teaching and learning, education and equity, language and literacy, education and identity, immigration, education reform and globalization. Enrollment limited to 35. **{S}** 4 credits.

Lucy Mule

Offered Fall 2010

343 Multicultural Education

An examination of the multicultural approach, its roots in social protest movements and role in educational reform. The course aims to develop an understanding of the key concepts, developments and controversies in the field of multicultural education; cultivate sensitivity to the experiences of diverse people in American society; explore alternative approaches for working with diverse students and their families; and develop a sound philosophical and pedagogical rationale for a multicultural education. Enrollment limited to 35. **{S}** 4 credits

Lucy Mule

Offered Spring 2011

Learners and the Learning Process

235 Child and Adolescent Growth and Development

A study of theories of growth and development of children from prenatal development through adolescence; basic considerations of theoretical application to the educative process and child study. Directed observations in a variety of child-care and educational settings. Enrollment limited to 55. **{S}** 4 credits

Janice Gatty

Offered Fall 2010, Spring 2011

238 Educational Psychology

This course combines perspectives on cognition and learning to examine the teaching-learning process in educational settings. In addition to cognitive factors the course will incorporate contextual factors such as classroom structure, teacher belief systems, peer relationships and educational policy. Consideration of the teaching-learning process will highlight subject matter instruction and assessment. Prerequisite: a genuine interest in better understanding teaching and learning. Priority given to majors, minors, first-year and second-year students. Enrollment limited to 55. **{S/N}** 4 credits

To be announced

Offered Fall 2010

548 Student Diversity and Classroom Teaching

An examination of diversity in learning and background variables, and their consideration in promoting educational equity. Also, special needs as factors in

classroom teaching and student learning. Research and pre-practicum required. **{S}** 4 credits

To be announced

Offered Spring 2011

554 Cognition and Instructional Design

A course focusing on the latest developments in cognitive science and the potential impact of these developments on classroom instruction. Open to seniors by permission of the instructor. 4 credits

Susan Etheredge

Offered Fall 2010

Curriculum and Instruction

231 Foundations and Issues of Early Childhood Education

This course explores and examines basic principles and curricular and instructional practices in early childhood education. Students begin this examination by taking a close look at the young child through readings and discussion, classroom observations and field-based experiences in an early childhood setting. The course also traces the historical and intellectual roots of early childhood education. This will lead students to consider, compare and contrast a variety of programs and models in early childhood education. **{S}** 4 credits

Susan Etheredge

Offered Spring 2011

249 Children With Hearing Loss

Educational, social, scientific and diagnostic consideration. Examination of various causes and treatments of hearing losses; historical and contemporary issues in the education of deaf children. **{S}** 4 credits

Daniel Salvucci

Offered Spring 2011

305 The Teaching of Visual Art in the Classroom

We live in a visual culture and children are visual learners. The visual arts offer teachers a powerful means of making learning concrete, visible and exciting. In this class students explore multiple teaching/learning strategies as they experience and analyze methods and materials for teaching visual arts and art appreciation. The class is designed for education majors seeking experience in and understanding of the visual arts. Studio work is part of each class. Since a practicum involving classroom teaching is required,

this class works well for students who will be student teaching. Students who are not student teaching can expect to spend an additional hour each week working in a classroom. Admission by permission of the instructor. **{S/A}** 4 credits

Cathy Topal

Offered Spring 2011

336 Seminar in American Education

Youth Development and Social Entrepreneurship

Designed for students who aspire to study the theory and practice of programs devoted to serving youth and how they are founded, funded and sustained. We will examine theories that explain the factors that perpetuate the achievement gap and explore programs developed to redress these inequalities. This is a course with a service learning commitment. Students will work with youth in Springfield on a youth media project. Dates and times to be announced. 4 credits

Sam Intrator and Donald Siegel

Offered Spring 2011

338 Children Learning to Read

This course examines teaching and learning issues related to the reading process in the elementary classroom. Students develop a theoretical knowledge base for the teaching of reading to guide their instructional decisions and practices in the classroom setting. Understanding what constitutes a balanced reading program for all children is a goal of the course. Students spend an additional hour each week engaged in classroom observations, study group discussions and field-based experiences. Prerequisite: EDC 238. Open to juniors and seniors only with permission. **{S}** 4 credits

Susan Etheredge

Offered Fall 2010

345d Elementary Curriculum and Methods

A study of the curriculum and the application of the principles of teaching in the elementary school. Two class hours and a practicum involving directed classroom teaching. Prerequisite: three courses in the department taken previously, including 235 and 238, grade of B- or better in education courses. Admission by permission of the department. Preregistration meeting scheduled in April. **{S}** 12 credits

Cathy Swift, Andrew Wood, Fall

Glenn Ellis, Andrew Wood, Spring

Full-year course; Offered each year

346 Clinical Internship in Teaching

Full-time practicum in middle and high schools. Required prerequisite: EDC 232. Open to seniors only. Admission by permission of the department. Preregistration meeting scheduled in April. **{S}** 8 credits
Sam Intrator, Andrew Wood
 Offered Spring 2011

347 Individual Differences Among Learners

Examination of individual differences and their consideration in the teaching-learning process. Research and pre-practicum required. Prerequisites: 238 and 235 or 342 and permission of the instructor. **{S}** 4 credits
To be announced
 Offered Spring 2011

352 Methods of Instruction

Examining subject matter from the standpoint of pedagogical content knowledge. The course includes methods of planning, teaching and assessment appropriate to the grade level and subject matter area. Content frameworks and standards serve as the organizing themes for the course. This course is designed as a companion seminar for students doing a full-time practicum at the middle or high school level. Admission by permission of the department. Preregistration meeting scheduled in April. 4 credits
Sam Intrator
 Offered Spring 2011

390 Colloquium: Teaching Science, Engineering and Technology

Breakthroughs in science, technology and engineering are occurring at an astounding rate. This course will focus on providing you with the skills and knowledge needed to bring this excitement into the classroom. We will explore theories on student learning and curriculum design, investigate teaching strategies through hands-on activities, and discuss current issues. Although the focus of the course is to prepare middle and secondary school teachers, other participants are welcome: the ideas we will examine will help develop communication and learning skills that can prepare you for a variety of careers. Not open to first-year students. Enrollment limited to 20. **{S}** 4 credits
Glenn Ellis
 Offered Spring 2011

HST 390 Teaching History

A consideration of how the study of history, broadly conceived, gets translated into curriculum for middle and

secondary schools. Addressing a range of topics in American history, students will develop lesson and unit plans using primary and secondary resources, films, videos and internet materials. Discussions will focus on both the historical content and on the pedagogy used to teach it. For upper level undergraduate and graduate students who have an interest in teaching. Does not count for seminar credit in the history major. **{H}** 4 credits
Peter Gunn
 Offered Fall 2010

ENG 399 Teaching Literature

Discussion of poetry, short stories, short novels, essays and drama with particular emphasis on the ways in which one might teach them. Consideration of the uses of writing and the leading of discussion classes. For upper-level undergraduate and graduate students who have an interest in teaching. **{L}** 4 credits
Samuel Scheer
 Offered Fall 2010

Smith College and Clarke Schools for Hearing and Speech Graduate Program in Teacher Education

Foundations of Education of the Deaf

568 Psychology of Exceptional Children

Growth and development of children, significance of early experiences. Personality development and its relation to problems of formal learning for both hearing children and the deaf and hard of hearing. 2 credits
Cynthia Forsythe
 Offered Spring 2011

Speech Science and Audiology

565 Hearing, Speech and Deafness
 4 credits

Part I. Nature of Sound

Anatomy and physiology of hearing. Processes of auditory perception. Anatomy, physiology and acoustics of speech. Types, causes and consequences of hearing impairment. Characteristics of the speech of deaf children.

Part II. Nature of Communication

Speech as a code for language. Speech perception and the effects of sensorineural hearing loss. Auditory training and lip-reading instruction. Use of hearing in the development of speech-production skills. 4 credits

Hollis Altman

Offered Summer 2010

566 Audiometry, Hearing Aids and Auditory Learning

Sound perception in hearing, hard of hearing and deaf individuals. Methods and equipment for testing and developing sound perception skills. 2 credits

Hollis Altman

Offered Fall 2010

573 Audiometry, Acoustics and the Role of the Teacher

A. Auditory feedback loop, from speech production to perception. B. Cochlear Implants: Introduction—History of cochlear implant development. Biological implications. Candidacy. Ethical issues. Surgical preparation. Hardware, programming, troubleshooting. Habilitation and classroom application—signal processing, speech perception, speech production, language, evaluation. C. Communication Access Assistive Devices. D. Audiograms, amplification, classroom acoustics, IEP's—putting it all together. Prerequisites: EDC 565 and 566. Limited to candidates for the M.E.D. degree. (E) 2 credits

Hollis Altman

Offered Spring 2011

Language and Communication**561 Developing Auditory/Oral Communications in Deaf Children**

A detailed analysis of speech production covering phonetic transcription and developing and improving speech readiness, voice quality, speech breathing, articulation, rhythm, phrasing, accent and fluency. Demonstration plus extensive speech lab and classroom teaching experiences. 6 credits

Allison Holmberg

Full-year course, Offered Summer, Fall and Spring both semesters

562 Developing Language Skills in Deaf Children

Principles and techniques used in development of language with deaf children. Study of linguistics and psycholinguistics. Consideration is given to traditional

and modern approaches to language development. 4 credits

Joyce Toth and Linda Findlay

Full-year course, Offered Summer, Fall and Spring both semesters

567 English Language Acquisition and Deafness

A psycholinguistic account of English language acquisition of hearing and deaf children. Both theory and empirical research are stressed, and links are made to contemporary developments in language assessment and intervention. 4 credits

Peter A. de Villiers

Offered Fall 2010

Curriculum and Instruction**563 Elementary School Curriculum, Methods and Media for the Deaf**

Principles and methods of the teaching of reading; classroom procedures for the presentation of other school subjects. Uses of texts and reference materials, plus summer sessions devoted to media development and utilization, microcomputer operations and word processing. 4 credits

Judith Sheldan and Michael O'Connell

Full-year course, Offered Summer, Fall and Spring both semesters

564 Perspectives on the Education, Guidance and Culture of the Deaf

History of the education of the deaf. Educational, vocational and social issues affecting deaf children and adults in our society. 2 credits

Daniel Salvucci

Offered Summer and Fall 2010

Student Teaching**569 Observation and Student Teaching**

A minimum of 400 hours of observation and student teaching of deaf children in educational levels from preschool through eighth grade, in self-contained residential and day settings, plus integrated day classes. 8 credits

Members of the Faculty

Full-year course, Offered Both Semesters

Education of the Deaf Electives

572 The Deaf Child: 0–5 Years

The effects of deafness on the development of children and their families during the first five years of life. Topics such as auditory, cognitive, language, speech, social and emotional development in deaf infants and young children are discussed. Parent counseling issues such as emotional reactions to deafness, interpretation of test results and making educational choices are also presented. 4 credits

Janice Gatty

Offered Spring 2011

Special Studies

400 Special Studies

1 to 4 credits

Offered both semesters each year

The Major

Requirements: Ten semester courses selected in consultation with the major adviser: usually these will consist of one course in the Historical and Philosophical Foundations; one course in the Sociological and Cultural Foundations; two courses in The Learning Process; one course in Curriculum and Instruction; EDC 345d; two additional courses, one of which must be an advanced course; EDC 340 taken during the senior year. The following courses, when applied toward the major, cannot be taken with the S/U option: 235, 238, 342, 345, 346, 340.

Students may major without preparing to teach by fulfilling an alternative course of study developed in consultation with the major adviser and with approval of the department.

Advisers: Members of the Department

Adviser for Study Abroad: Lucy Mule

Teacher/Lecturers—Elementary Program

Tiphareth Ananda, Ed.M.

Penny Block, Ed.M.

Gina Bordoni-Cowley, M.Ed.

Elizabeth Cooney, A.B.

Danielle Hall, Ed.M.

Janice Henderson, Ed.M.

Paul Matylas, Ed.M.

Roberta E. Murphy, M.Ed.

Lara Ramsey, Ed.D.

Janice Marie Szmazsek, Ed.M.

Thomas M. Weiner, M.Ed.

The Minor

Required courses: EDC 235, Child and Adolescent Growth and Development; EDC 238, Educational Psychology.

Areas of concentration: four courses from an area of concentration. Courses accompanied by an (e) on the following list are electives. The specific courses taken by a student are worked out with a faculty adviser.

a. Special Needs

Adviser: Janice Gatty

- EDC 239 Counseling Theory and Education (e)
- EDC 248 Individuals With Disabilities
- EDC 249 Children With Hearing Loss (e)
- EDC 347 Individual Differences Among Learners (e)
- EDC 350 Learning Disabilities (e)

b. Child Development/Early Childhood

Adviser: Susan Etheredge

- EDC 231 Foundations and Issues of Early Childhood Education
- EDC 341 The Child in Modern Society (e)
- EDC 345d Elementary Curriculum and Methods (e)
- EDC 347 Individual Differences Among Learners (e)

c. Learning and Instruction

Advisers: Sam Intrator, Rosetta Cohen, Susan Etheredge

- EDC 232 The American Middle School and High School (e)
- EDC 334 Telling Stories of Learning and Teaching (e)
- EDC 338 Children Learning to Read (e)
- EDC 343 Multicultural Education (e)

- EDC 345d Elementary Curriculum and Methods (e)
 EDC 356 Curriculum Principles and Design (e)
 EDC 540 Critical Thinking and Research in Education (e)
 EDC 554 Cognition and Instruction (e)

d. Middle School or High School

Advisers: Rosetta Cohen, Sam Intrator, Lucy Mule

- EDC 232 The American Middle School and High School
 EDC 342 Growing Up American
 EDC 346 Clinical Internship in Teaching
 EDC 347 Individual Differences Among Learners e)
 EDC 352 Methods of Instruction

One course from Historical and Philosophical Foundations or Sociological and Cultural Foundations

e. Education Studies

Advisers: Sam Intrator, Lucy Mule

This minor does not require EDC 235 and EDC 238.

Six courses from:

- EDC 200 Education in the City
 EDC 210 Literacy in Cross-Cultural Perspective (e)
 EDC 222 Philosophy of Education
 EDC 232 The American Middle School and High School
 EDC 234 Modern Problems of Education
 EDC 236 American Education
 EDC 237 Comparative Education
 EDC 336 Seminar in American Education
 EDC 342 Growing Up American
 EDC 343 Multicultural Education (e)

Student-Initiated Minor

Requirement: The approval of a faculty adviser, and permission from the members of the department in the form of a majority vote.

Honors

Director: Rosetta Cohen

431 Honors Project

8 credits

Offered first semester each year

432d Honors Project

12 credits

Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Graduate

Advisers: Members of the department

510 Human Development and Education

540 Critical Thinking and Research in Education

552 Perspectives on American Education

554 Cognition and Instruction

548 Student Diversity and Classroom Teaching

559 Clinical Internship in Teaching

4 credits

Offered both semesters each year for students pursuing educator licensure at the elementary level. Offered spring semester 2011 for students pursuing educator licensure at the middle and secondary school levels.

580 Advanced Studies

Open to seniors by permission of the department.

4 credits

Members of the department

Requirements for Programs Leading to Educator Licensure

Smith College offers programs of study in which students may obtain a license enabling them to become

public school teachers. Programs of study include the following fields and levels:

Elementary 1–6 Baccalaureate and Post-Baccalaureate

Middle School Baccalaureate and Post-Baccalaureate

Integrated English/History

Integrated Science/Mathematics

Visual Art Pre-K–8 Baccalaureate

Subject Matter Educator Baccalaureate and Post-Baccalaureate

Biology 5–8, 8–12

Chemistry 5–8, 8–12

Earth Science 5–8, 8–12

English 5–8, 8–12

History 5–8, 8–12

Foreign Language 5–12 French

Foreign Language 5–12 Spanish

Mathematics 5–8, 8–12

Physics 5–8, 8–12

Political Science 5–8, 8–12

Subject Matter Educator Baccalaureate

Technology/Engineering 5–12

Post-Baccalaureate Teacher of the Deaf and Hard-of-Hearing Pre-K–8

All students seeking Educator Licensure must have a major in the liberal arts and sciences. Students must also meet specific requirements including subject matter appropriate for the teaching field and level, knowledge of teaching, pre-practicum fieldwork and a practicum experience. Students who are anticipating licensure at the elementary level should take two math courses. All students seeking Educator Licensure must take and pass the Massachusetts Tests for Educator Licensure (MTEL). Smith College's pass rate for 2009 was 86 percent.

Students interested in obtaining Educator Licensure and in preparing to teach should contact a member of the Department of Education and Child Study as early in their Smith career as possible. Students can obtain a copy of the program requirements for all fields and levels of licensure at the department office in Morgan Hall.

Engineering

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Director, Picker Engineering Program

Borjana Mikic, Ph.D.

Director of the Design Clinic and Lecturer

Susannah Howe, Ph.D.

Associate Professors

^{**2} Glenn Ellis, Ph.D.

^{*1} Susan Voss, Ph.D.

^{†1} Andrew Guswa, Ph.D.

Donna Riley, Ph.D.

^{*2} Judith Cardell, Ph.D.

Assistant Professors

Paul Voss, Ph.D.

^{*2} Denise McKay, Ph.D.

In this the 21st century, there exists a critical need for broadly educated engineers who can demonstrate adaptability to rapidly changing technologies and to increasingly complex multinational markets. Engineers must have the understanding needed to address the cultural, political and economic realities of our times along with the technical depth to appropriately frame complex problems using ethical reasoning. The preparation for such a path in life is argued to be best achieved in a liberal arts setting.

At Smith, the engineering degrees offered are based on rigorous plans of study integrated with the liberal arts and sciences. There are two possible paths for the study of engineering at Smith College. The first is the accredited bachelor of science in engineering science and the second is the bachelor of arts in engineering arts.

The bachelor of science in engineering science is an accredited engineering degree that emphasizes fundamentals connected to all engineering disciplines. With rigorous study in three basic areas—mechanics, electrical systems and thermochemical processes—students learn to structure engineering solutions to a variety of problems using first principles.

The Picker Engineering Program's educational objective is to produce graduates that will a) incorporate their knowledge and understanding of the natural sciences, humanities and social sciences in the application of their engineering education; b) apply the engi-

neering education in service to humanity; c) enter an engineering profession or graduate school; d) consider the impact of their professional actions on society; e) demonstrate leadership in their personal and professional endeavors; f) engage in continuous learning.

Prior to graduation, all students majoring in engineering are strongly encouraged to take the Fundamentals of Engineering Exam (the "FE") distributed by the national council of Examiners in Engineering and Surveying.

100 Engineering for Everyone

EGR 100 serves as an accessible course for all students, regardless of background or intent to major in engineering. Engineering majors are required to take EGR 100 for the major, however. Those students considering majoring in engineering are strongly encouraged to take EGR 100 in the fall semester. Introduction to engineering practice through participation in a semester-long team-based design project. Students will develop a sound understanding of the engineering design process, including problem definition, background research, identification of design criteria, development of metrics and methods for evaluating alternative designs, prototype development and proof of concept testing. Working in teams, students will present their ideas frequently through oral and written reports. Reading assignments, in-class discussions, will challenge students to critically analyze contemporary issues

related to the interaction of technology and society. **{N}**
4 credits

Paul Voss, Fall 2010

Denise McKahn, Spring 2011

Offered Every Fall and Spring

191D Engineering Forum

This course is a forum for discussion on a broad range of topics related to engineering with the goal of introducing students to the engineering profession and its associated fields of influence. The forum is intended to engage the student with engineering practitioners. An additional goal of the forum is to provide an atmosphere for engineering students at all levels to interact and learn from one another. 1 credit

To be announced

Offered each academic year

201/PHY 210 Mathematical Methods of Physical Sciences and Engineering I

Choosing and using mathematical tools to solve problems in physical sciences. Topics include complex numbers, multiple integrals, vector analysis, Fourier series, ordinary differential equations, calculus of variations. Prerequisites: MTH 112 and 114 or the equivalent and PHY 115 or PHY 117 or permission of the instructor. Enrollment limited to 20. **{N/M}** 4 credits

Gary Felder

Offered Fall 2010, Spring 2011

202/PHY 211 Mathematical Methods of Physical Sciences and Engineering II

Mathematical tools to solve advanced problems in physical sciences. Topics include special functions, orthogonal functions, partial differential equations, functions of complex variables, integral transforms. Prerequisites: 210 or MTH 211 and 212 or permission of the instructor. **{N/M}** 4 credits

Spring 2011 offered at Mount Holyoke College

205 Science, Technology and Ethics

This course draws on readings from philosophy, science and technology studies, feminist and postcolonial science studies and engineering to examine topics including technology and control, science and social inequality and the drive toward production and consumption on increasingly large, cheap, fast, automated and global scales. What new models of science and engineering can change who decides how science and engineering are done, who can participate in the sci-

entific enterprise, and what problems are legitimately addressed? Some course experience in one or more of the following is required: philosophy and ethics, the study of women and gender, or science and engineering. Enrollment limited to 15. **{N/S}** 4 credits

Donna Riley

Offered Fall 2011

220 Engineering Circuit Theory

Analog and digital circuits are the building blocks of computers, medical technologies and all things electrical. This course introduces both the fundamental principles necessary to understand how circuits work and mathematical tools that have widespread applications in areas throughout engineering and science. Topics include Kirchhoff's laws, Thévenin and Norton equivalents, superposition, responses of first-order and second-order networks, time-domain and frequency-domain analyses, frequency-selective networks. Prerequisites (or corequisites): PHY 118 and PHY 210 (or equivalents) or permission of the instructor. Required laboratory taken once a week. **{N}** 4 credits

Judith Cardell

Offered Fall 2010

MTH 241 Probability and Statistics for Engineers, Mathematicians and Computer Scientists

An introduction to probability and statistical modeling and its application to engineering, computer science, mathematics and related disciplines. Data analysis and simulation, using computer software, are emphasized. Topics include random variables, probability distributions, expectation, estimation, testing, experimental design, quality control, resampling-based inference and multiple regression. Limited to 25 students. Prerequisites: PHY 210 or MTH 212 and CSC 111 (may be taken concurrently). Students will not be given credit for both MTH 241 and MTH 245 or MTH 190. **{M}** 4 credits

Nicholas Horton, Katherine Halvorsen

Offered each Fall

250/CSC 231 Microprocessors and Assembly Language

An introduction to the architecture of the Intel Pentium class processor and its assembly language in the Linux environment. Students write programs in assembly and explore the architectural features of the Pentium, including its use of the memory, the data formats used to represent information, the implementation of high-level language constructs, integer and floating-point arithmetic, and how the processor deals with I/O

devices and interrupts. Prerequisite: 112 or permission of the instructor. **{M}** 4 credits

Dominique Thiebaut

Offered Fall 2010

251/CSC 270 Digital Circuits and Computer Systems

This class introduces the operation of logic and sequential circuits. Students explore basic logic gates (and, or, nand, nor), counters, flip-flops, decoders, microprocessor systems. Students have the opportunity to design and implement digital circuits during a weekly lab. Prerequisite: 231. Enrollment limited to 12. **{M}** 4 credits

Dominique Thiebaut

Offered Spring 2011

260 Mass and Energy Balances

This course provides an introduction to fundamental principles that govern the design and analysis of chemical processes. The conversion of mass and energy will serve as the basis for the analysis of steady-state and transient behavior of reactive and non-reactive systems. Specific topics covered will include a review of basic thermodynamics, behavior of ideal and real gases, phase equilibria and an application of these principles to the concept of industrial ecology. Prerequisites: MTH 112 or 114 (may be taken concurrently) and CHM 111. **{N}** 4 credits

Denise McKahn

Offered both semesters each year

270 Engineering Mechanics

This is the first course in a two-semester sequence designed to introduce students to fundamental theoretical principles and analysis of mechanics of continuous media, including solids and fluids. Concepts and topics to be covered in this course include conservation laws, static and dynamic behavior of rigid bodies, analysis of machines and frames, internal forces, centroids, moment of inertia, vibrations and an introduction to stress and strain. Prerequisite: PHY 117, MTH 112 (or the equivalent) or permission of the instructor. Required laboratory taken once a week. **{N}** 4 credits

Glenn Ellis

Offered every Fall

290 Engineering Thermodynamics

Modern civilization relies profoundly on efficient production, management and consumption of energy. Thermodynamics is the science of energy transformations involving work, heat and the properties of matter. Engineers

rely on thermodynamics to assess the feasibility of their designs in a wide variety of fields including chemical processing, pollution control and abatement, power generation, materials science, engine design, construction, refrigeration and microchip processing. Course topics include first and second laws of thermodynamics, power cycles, combustion and refrigeration, phase equilibria, ideal and non-ideal mixtures, conductive, convective and radiative heat transfer. Prerequisites (or co-requisites): EGR 260 and PHY 210 (or the equivalents) or permission of the instructor. **{N}** 4 credits

Donna Riley

Offered every Fall

302 Materials Engineering Science

Materials science and engineering is at the forefront of technologies addressing elder care, manipulating weather, walking robots, plastic bridges, the body as a network, photonics, biomimetics and fashion. At the heart of this conversation is the need to understand the material's structure (defect chemistry) and the manipulation of this structure. Topics include the influence of structure on electrical, optical, thermal, magnetic and thermomechanical behavior of solids. An emphasis will be placed on ceramics and glass. Students will address materials selection with respect to thermomechanical design. **{N}** 4 credits

To be announced

Offered every Fall

311/GEO 301 Aqueous Geochemistry

This project-based course examines the geochemical reactions between water and the natural system. Water and soil samples collected from a weekend field trip will serve as the basis for understanding principles of pH, alkalinity, equilibrium thermodynamics, mineral solubility, soil chemistry, redox reactions, acid rain and acid mine drainage. The laboratory will emphasize wet-chemistry analytical techniques. Participants will prepare regular reports based on laboratory analyses, building to a final analysis of the project study area. One weekend field trip. Prerequisites: One geoscience course and CHM 108 or CHM 111.

Amy Rhodes

Offered Fall 2011

312 Thermochemical Processes in the Atmosphere

Air pollution is a problem of local, regional and global scale that requires an understanding of the sources of pollutants in the atmosphere, their fate and transport,

and their effects on humans and the environment. This course provides the technical background for understanding and addressing air pollution in both engineering and policy terms, with an emphasis on engineering controls. Prerequisites: CHM 111, PHY 210 and EGR 210 (or equivalents) or EGR 260 or permission of the instructor. 4 credits

Paul Voss

Not offered 2010–11

315 Ecohydrology

This course focuses on the measurement and modeling of hydrologic processes and their interplay with ecosystems. Material includes the statistical and mathematical representation of infiltration, evapotranspiration, plant uptake and runoff over a range of scales (plot to watershed). The course will address characterization of the temporal and spatial variability of environmental parameters and representation of the processes. The course includes a laboratory component and introduces students to the Pioneer Valley, the cloud forests of Costa Rica, African savannas and the Florida Everglades. Prerequisites: MTH 112 or 114 and MTH 245 or 241. 4 credits

Andrew Guswa

Not offered 2010–11

317/PHY 317 Classical Mechanics

Newtonian dynamics of particles and rigid bodies, oscillations. Prerequisite: 118 and 210 or permission of the instructor. {N} 4 credits

Malgorzata Zielinska-Pfabé

Offered every Spring

319/GEO 309 Groundwater Geology

A study of the occurrence, movement and exploitation of water in geologic materials. Topics include well hydraulics, groundwater chemistry, the relationship of geology to groundwater occurrence, basin-wide groundwater development and groundwater contamination. A class project will involve studying a local groundwater problem. Prerequisites: 101, or 102, or 108 or FYS 103 and MTH 111. Enrollment limited to 14. {N} 4 credits

Robert Newton

Offered Fall 2010

320 Signals and Systems

The concepts of linear system theory (e.g., Signals and Systems) are fundamental to all areas of engineering,

including the transmission of radio signals, signal processing techniques (e.g., medical imaging, speech recognition, etc.) and the design of feedback systems (e.g., in automobiles, power plants, etc.). This course will introduce the basic concepts of linear system theory, including convolution, continuous and discrete time Fourier analysis, Laplace and Z transforms, sampling, stability, feedback, control and modulation. Examples will be utilized from electrical, mechanical, biomedical, environmental and chemical engineering. Prerequisites: EGR 220 and PHY 210. {M} 4 credits

Susan Voss

Offered Spring 2011

322 Acoustics

Acoustics describes sound transmission through solids and fluids; the focus of this course is sound transmission through air. This course provides an overview of the fundamentals of acoustics, including derivation of the acoustic wave equation, the study of sound wave propagation (plane and spherical waves), the study of sound transmission through pipes, waveguides and resonators impedance analogies, an overview of the acoustics related to the human auditory system and an introduction to room acoustics. The course includes several short hands-on experiments to help understand the relevant concepts. Prerequisite: EGR 220 Enrollment limited to 12. {N/M} 4 credits

Susan Voss

Not offered 2010–11

324/PHY 328 Advanced Electrodynamics

A continuation of PHY 318. Electromagnetic waves in matter; the potential formulation and gauge transformations; dipole radiation; relativistic electrodynamics. Prerequisite: PHY 318 or permission of the instructor. {N} 2 or 4 credits

Piotr Decowski

Not offered 2010–11

325 Electric Energy Systems

The course introduces students to a variety of energy conversion technologies (renewable, hydro, nuclear and fossil) and to the operation of electric power systems. Coursework includes broad analyses of the conversion technologies and computer simulation of power systems. Engineering, policy, environmental and societal aspects of energy conversion and energy use are discussed. A team-based project will analyze the system and societal impacts of different energy technologies

for meeting a region's electricity needs. Prerequisite: EGR 220. **(N)** 4 credits

Judith Cardell

Offered Spring 2011

326 Dynamic Systems & Introduction to Control Theory

Dynamic systems are systems that evolve with time. They occur all around us, throughout nature and the built environment. Understanding dynamic systems leads to the ability to control them, so they behave according to the engineer's design. This course introduces students to both linear dynamic system and modern control theories, so that students will be able to design and control simple dynamic systems. Through design projects, students gain practical experience in designing a simple controller for a dynamic system. Prerequisites: EGR 220; CSC 111; basic linear algebra from courses such as MTH 204, PHY 210 or MTH 211.

(N) 4 credits

Judith Cardell

Not offered 2010–11

330 Engineering and Global Development

This course examines the engineering and policy issues around global development, with a focus on appropriate and intermediate technologies. Topics include water supply and treatment, sustainable food production, energy systems and other technologies for meeting basic human needs. Students will design and build a prototype for an intermediate technology. Restricted to students with junior standing in engineering or those who have obtained the instructor's permission. (E) **(N)** 4 credits

Donna Riley

Not offered 2010–11

333 Technological Risk Assessment and Communication

Risk abounds in our everyday life; technology can play a central role in both inducing and reducing risk. This course covers topics in risk analysis including risk assessment (modeling and estimating risks), risk abatement (strategies and technologies for reducing risk) and risk management (public or private processes for deciding what risk levels are acceptable). We will examine the psychology of risk perception, judgment and decision making and human factors issues in engineering design that increases or reduces risk. Students will develop an understanding of the complex relationships between risk and benefit, and learn to design and evaluate risk communication materials. Prerequisites: MTH 241 or some other introduction to probability or permission of

the instructor. The course relies upon some knowledge of basic probability. **(S/N)** 4 credits

Donna Riley

Not offered 2010–11

340 Mechanics of Granular Media

An introduction to the mechanical properties of materials in which the continuum assumption is invalid. Topics include classification, hydraulic conductivity, effective stress, volume change, stress-strain relationships and dynamic properties. While soil mechanics will be a major focus of the class, the principles covered will be broadly applicable. Prerequisite: EGR 375 or GEO 241. **(N)** 4 credits

Glenn Ellis

To be arranged

346 Hydrosystems Engineering

Through systems analysis and design projects, this course introduces students to the field of water resources engineering. Topics include data collection and analysis, decision making under uncertainty, the hydrologic cycle, hydropower, irrigation, flood control, water supply, engineering economics and water law. Prerequisites: MTH 112 or 114, EGR 374 (or permission of the instructor). 4 credits

Andrew Guswa

Not offered 2010–11

354/CSC 364 Computer Architecture

Offers an introduction to the components present inside computers and is intended for students who wish to understand how the different components of a computer work and how they interconnect. The goal of the class is to present as completely as possible the nature and characteristics of modern-day computers. Topics covered include the interconnection structures inside a computer, internal and external memories, hardware supporting input and output operations, computer arithmetic and floating point operations, the design of and issues related to the instruction set, architecture of the processor, pipelining, microcoding and multiprocessors. Prerequisites: 270 or 231. **(M)** 4 credits

Dominique Thiebaut

Not offered 2010–11

363 Mass and Heat Transfer

This course covers mass transport phenomena and unit operations for separation processes, with applications in both chemical and environmental engineering. Topics covered in the course include mechanical separations,

distillation, gas absorption, liquid extraction, leaching, adsorption and membrane separations. Prerequisites: EGR 260 and either EGR 374 or EGR 290 or permission of the instructor. 4 credits

To be announced

Not offered 2010–11

372 Advanced Solid Mechanics and Failure Analysis

Building on the fundamentals of solid mechanics and materials science introduced in EGR 375, this course provides students with an advanced development of techniques in failure analysis, including static failure theories, fatigue life prediction and linear elastic fracture mechanics. These techniques are used in many aspects of mechanical design and the evaluation of structural integrity. Prerequisites: EGR 374 and EGR 375 or equivalent statics and introductory solid mechanics. **(N)** 4 credits

Borjana Mikic

Offered Fall 2010

373 Skeletal Biomechanics

Knowledge of the mechanical and material behavior of the skeletal system is important for understanding how the human body functions, and how the biomechanical integrity of the tissues comprising the skeletal system are established during development, maintained during adulthood and restored following injury. This course will provide a rigorous approach to examining the mechanical behavior of the skeletal tissues, including bone, tendon, ligament and cartilage. Engineering, basic science and clinical perspectives will be integrated to study applications in the field of Orthopaedic Biomechanics. Enrollment limited to 16. Prerequisites include EGR 375 and BIO 111 or permission of the instructor. **(N)** 4 credits

Borjana Mikic

Offered Spring 2011

374 Fluid Mechanics

This is the second course in a two-semester sequence designed to introduce students to fundamental theoretical principles and analysis of mechanics of continuous media, including solids and fluids. Concepts and topics to be covered in this course include intensive and extensive thermophysical properties of fluids, control-volume and differential expressions for conservation of mass, momentum and energy, dimensional analysis and an introduction to additional topics such as vis-

cous and open-channel flows. Prerequisite: EGR 270.

(N) 4 credits

Paul Voss

Offered every Spring

375 Strength of Materials

This course introduces students to the fundamentals of mechanics of materials from a static failure analysis framework. Structural behavior will be analyzed, along with the material and geometric contributions to this behavior. Lecture topics will be complemented with hands-on laboratory work designed to help students make connections between the theoretical and experimental behavior of materials. Prerequisite: EGR 270.

Co-requisite: EGR 376. **(N)** 4 credits

Borjana Mikic

Offered every Spring

376 Mechanics Laboratory

This is a required non-credit laboratory course that meets once a week. Co-requisites: EGR 374.

Paul Voss

Offered every Spring

377 Aerial Vehicle Design

Remotely piloted and autonomous aircraft are increasingly being used in scientific research, agriculture, disaster mitigation and national defense. These small and efficient aircraft offer major environmental benefits while, at the same time, raise complex ethical and policy issues. This course introduces the rapidly growing field of aerial vehicle design and low-Reynolds number aerodynamics through a major project in which students will design, fabricate and test a remotely piloted aircraft. Prerequisites: EGR 374, CSC 111 and either EGR 220 or CSC 270 or permission of the instructor. Enrollment limited to 18 students. **(E)** 4 credits

Paul Voss

Not offered 2010–11

388 Photovoltaic and Fuel Cell System Design

This course applies fundamental principles of thermodynamics, electrochemistry and semi-conductor physics to the design, modeling and analysis of renewable energy power systems. Concepts to be covered in this course include extraterrestrial radiation, solar geometry, atmospheric effects, polarization curve characteristics, system components and configurations, stand-alone and hybrid system design and load interactions. This course applies these theoretical concepts in a laboratory

setting involving the design and testing of fuel cell and photovoltaic systems. Prerequisites: EGR 220, CHM 111, EGR 290 (may be concurrent). **(N)** 4 credits

Denise McKahn

Offered Fall 2010

389 Techniques for Modeling Engineering Processes

The goal of this course is to introduce students to several approaches used to model, understand, simulate and forecast engineering processes. One approach to be covered is the use of artificial neural networks—a branch of artificial intelligence (AI) with connections to the brain. Other approaches to be covered are based upon probability and statistics and will include auto-regressive moving average (ARIMA) processes. Although students will learn about the theory behind these approaches, the emphasis of the course will be on their application to model processes throughout the field of engineering. Some examples include earthquake ground motion, financial markets, water treatment and electrical systems. Acknowledging the interdisciplinary nature of AI, students will also investigate the possibilities of machine consciousness. Prerequisite or co-requisite: MTH 241. **(N)** 4 credits

Glenn Ellis

Not offered 2010–11

400 Special Studies

Available to sophomore students with permission of their major adviser and engineering department. Variable credit 1–4 as assigned

410D Engineering Design Clinic

This two-semester course leverages students' previous coursework to address an actual engineering design problem. Students collaborate in teams on real-world projects sponsored by industry and government. These projects are supplemented by course seminars to prepare students for engineering design and professional practice. Seminars include such topics as the engineering design process, project management, team dynamics, engineering economics, professional ethics and responsibility, regulations and standards, technical and professional communication, universal design, work/life balance and sustainability. Regular team design meetings weekly progress reports, interim and final reports and multiple presentations are required. Prerequisite: EGR 100 and senior standing in Engineering or permission of the instructor. 8 credits

Susannah Howe

Offered both semesters each year

The Major—Bachelor of Science in Engineering Science

Advisers: Members of the department

Smith offers an undergraduate curriculum leading to an accredited degree in engineering science, the broad study of the theoretical scientific underpinnings that govern the practice of all engineering disciplines. The American Society for Engineering Education, identifying the critical need for broadly educated engineers, points out that the design of an engineering curriculum should "recognize the pitfalls of overspecialization in the face of an increasing demand for graduates who can demonstrate adaptability to rapidly changing technologies and to increasingly complex multinational markets."

An integral component of the Program is the continuous emphasis on the use of engineering science principles in design. This culminates in a final design project that incorporates broad-based societal aspects. Students are encouraged to pursue a corporate and/or research internship to supplement their classroom instruction.

Engineers must be able to communicate effectively and work in team settings. Smith's highly-regarded writing intensive first-year curriculum will ensure that engineering students begin their engineering curriculum with appropriate communication skills that will be refined during the remainder of their studies. Virtually every engineering course offered at Smith incorporates elements of team work and oral/written communication.

Requirements of the Major—B.S. Engineering Science

Math: MTH 111 and 112 (or 114), select one from MTH 211, 212 or 222*

Physics: PHY 117**, PHY 118***, PHY 210

Chemistry: CHM 111 or higher

Computer Science: CSC 111

Engineering Core: 100, 220, 260, 270, 290, select three from (320, 326, 363, 374 and 375) and 410 (8 credit Design Clinic)

*Physics 210 will be accepted as the prerequisite for MTH 222 in lieu of MTH 212

**Physics 117 is required for the major; however, students may meet this course requirement when guided to take Physics 115 and the one-week engineering-physics problem-solving course offered during fall orientation period.

***Normally students will take PHY 118. However, students may petition to substitute a science course

in another discipline that is required for the major in that discipline. This petition must be approved by your adviser and the program director.

Technical Electives:

Students are required to demonstrate reasonable technical depth by developing a sequence of three thematically related engineering electives (two of which must be at the 300 level or higher) selected in consultation with the student's adviser and with a short proposal outlining the rationale.

Liberal Arts Breadth:

Students are required to demonstrate breadth in their curriculum by either:

1. fulfilling the Latin Honors distribution requirements;
2. fulfilling the requirements for another major or minor within Div I or Div II; or
3. by submitting a cogent proposal describing an alternative approach including all courses that the student will take to acquire curricular breadth for consideration and approval by the engineering faculty and program chair.

Students are strongly encouraged to take an additional course in the natural sciences (e.g., biology, geology).

Mathematical Skills:

Students will be assessed during their first semester for their mathematical skills and comprehension. A j-term math skills studio is required for students whose math assessment scores are low.

Additionally, an engineering-physics problem-solving course is offered during orientation period each fall.

Students requiring the additional problem solving skills needed to complete the physics requirements are required to take this one-week course.

The Engineering Minor

Some students may wish to minor in engineering as a way to complement their major and supplement their education.

Major advisers also serve as advisers for the minor. The requirements for the minor in engineering comprise a total of five (5) courses. These courses must include:

1. EGR 100
2. PHY 117

3. One course from PHY 210 (EGR 201), MTH 204, MTH 241, EGR 220, EGR 260, EGR 270, EGR 290, EGR 374, EGR 375
4. One course from EGR 220, EGR 260, EGR 270, EGR 374, EGR 375, EGR 290 (not the same as in 3 above)
5. One course from EGR 302, EGR 312, EGR 315, EGR 320, EGR 321, EGR 325, EGR 330, EGR 340, EGR 346, EGR 372, EGR 373, EGR 380, EGR 390, EGR 410D and other 300 level EGR courses as they are added by EGR faculty.

Engineering Exchange Program

An exchange program between Princeton University and Smith College permits students from Smith's Picker Engineering Program to study at Princeton and engineering students from Princeton to study at Smith. Both programs share the goal of producing leaders for the 21st century and the belief that successful engineers can identify the needs of society and direct their talents toward meeting them. This program is available to student in the spring semester of their sophomore or junior year.

Before applying for admission to the program, a student will discuss the course and research opportunities with her academic adviser. Applications must be submitted to the director of engineering by October 20, and the candidates will be notified by November 15. If accepted, the Smith student must submit a leave of absence form to the junior class dean by December 1.

Honors

Director: To be announced.

430d Honors Project

8 credits

Full-year course; Offered each year

432d Honors Project

12 credits

Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

English Language and Literature

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

Carol Christ, Ph.D.

^{**2} Dean Scott Flower, Ph.D.

William Allan Oram, Ph.D.

Jefferson Hunter, Ph.D.

^{**1} Douglas Lane Patey, Ph.D.

^{**1} Charles Eric Reeves, Ph.D.

Sharon Cadman Seelig, Ph.D.

^{†1} Michael Gorra, Ph.D.

^{**1} Richard Millington, Ph.D.

Nora F. Crow, Ph.D.

Craig R. Davis, Ph.D.

Patricia Lyn Skarda, Ph.D.

Naomi Miller, Ph.D.

Nancy Mason Bradbury, Ph.D., *Chair*

^{†1} Cornelia Pearsall, Ph.D.

Luc Gilleman, Ph.D.

Michael Thurston, Ph.D.

Professor-in-Residence

Paul Alpers, Ph.D.

Elizabeth Drew Professor

Anthony Giardina

Grace Hazard Conkling Writer-in-Residence

Annie Boutelle, Ph.D.

Joan Leiman Jacobson Visiting Non-fiction Writer

Hilton Als (English and American Studies)

Associate Professors

Gillian Murray Kendall, Ph.D.

^{**1} Ambreen Hai, Ph.D.

Floyd Cheung, Ph.D.

McPherson Post-Doctoral Fellow

Andrea Stone, Ph.D.

Senior Lecturer

^{**2} Robert Ellis Hosmer, Jr., Ph.D.

Lecturers

Julio Alves, Ph.D.

Holly Davis, M.A.

Sarah Eddy, Ph.D.

Sarah Gilleman, M.A.

Peter Sapira, M.F.A.

Brian Turner, M.F.A.

Ellen Doré Watson, M.F.A.

Samuel Scheer, M.Phil.

Maya Janson, M.F.A.

The purpose of the English major is to develop a critical and historical understanding of the English language and of the literary traditions it has shaped in Britain, in the Americas and throughout the world. During their study of literature at Smith, English majors are also encouraged to take allied courses in classics, other literatures, history, philosophy, religion, art and theatre. Fuller descriptions of each term's courses, faculty profiles and other important information for majors and those interested in literary study can be found on the department's Web page, accessible via the Smith College home page.

Most students begin their study of literature at Smith with English 120 or a first-year seminar before

proceeding to one of the courses—199, 200, 201 and 231—that serve as a gateway for the major. First-year students who have an English literature and composition AP score of 4 or 5 or a score of 710 on the Critical Reading portion of the SAT, may enter one of the gateway courses in the Fall semester. In 2010–11, English 120, 199 and 201 will be taught as writing intensive courses. Those first-year students who have taken a gateway course in the fall may, after consultation with the instructor, elect a 200-level class beyond the gateway in the spring.

To assist students in selecting appropriate courses, the department's offerings are arranged in Levels I–V, as indicated and explained below.

Level I

Courses numbered 100–199: Introductory Courses, open to all students. In English 118 and 120, incoming students have priority in the fall semester, and other students are welcome as space permits.

First-Level Courses in Writing

ENG 118 may be repeated, but only with a different instructor and with the permission of the director. Students who received scores of 4 and 5 on the Advanced Placement tests in English Language and Literature and English Language and Composition may receive 4 credits each, providing they do not take English 118.

118 Colloquia in Writing

In sections limited to 15 students each, this course primarily provides systematic instruction and practice in reading and writing academic prose, with emphasis on argumentation. The course also provides instruction and practice in conducting research and in public speaking. Bilingual students and non-native speakers are especially encouraged to register for sections taught by Holly Davis. Priority will be given to incoming students in the fall-semester sections. Course may be repeated for credit with another instructor. 4 credits

Director: Julio Alves

Sections as listed below:

The Politics of Language

Reading, thinking and writing about the forces that govern and shape language. A series of analytical essays will focus on issues such as political correctness, obscenity, gender bias in language and censorship. Bilingual students and non-native speakers are especially encouraged to register for this section. WI

Holly Davis

Offered Fall 2010, Spring 2011

To Hell and Back: Trauma and Transformation

How does trauma force us to grow? Why does it seem that in order to undergo a transformation, we must first “go through hell” of one kind or another. Readings will focus on various explorations of trauma and how the experiences shaped the authors. (E) WI

Peter Sapira

Offered Fall 2010, Spring 2011

Consumer Culture

Reading and writing analytical essays about the pervasive effects of consumerism in American culture. Topics will include analysis of advertisements, consideration of the impoverished in a consumer society, the use of advertising in schools, the marketing of fast food in American culture, and the meaning of consumer goods in our daily lives. Enrollment limited to 15. (E) WI

Sara Eddy

Offered Fall 2010, Spring 2011

Writing the Self: Identity and Auto/biography

Reading and writing about representations of the self, the way a text expresses an author's identity through its style as well as through its substance. How reliably does a text communicate its author's intentions, and how is the act of writing like a search for the self? How does the production of text resemble the construction of identity? Readings include autobiography and biography, interviews, standup comedy performances, manifestos, cultural criticism and one play. Writing will include expository and argumentative essays, synthesis of scholarly criticism and a biographical research paper. Enrollment limited to 15. (E) WI

Sarah Gillemann

Offered Fall 2010, Spring 2011

Writing About Science

Reading and writing about current scientific topics. Readings will include examples of excellent science writing in the popular press and professional journals. Writings will include scholarly essays, Op/Ed pieces and data analysis. Oral presentation and library research. Enrollment limited to 15. (E) (WT) 4 credits

Meg Lysaght Thacher

Offered Fall 2010

Total Noise: Going Deaf in the Information Age

It's easy to be overwhelmed by the volume of our culture's incessant chatter: 24-hour cable news, talk radio, political blogs. How do we begin to process any of it, let alone the fine points, in this time of Total Noise? Readings will cover a range of topics (torture, gun control, stage fright, dog training, the ethics of charitable giving). The point is to study and emulate how successful writers write, think, clarify and engage readers on a level above the overwhelming din. Enrollment limited to 15. (E) WI 4 credits

Joel Anderson

Offered Fall 2010

119 Writing Roundtable

Students hone their writing skills (defined broadly to include critical thinking, research and documentation, argument development and mastery of written English) as they enhance their understanding of an issue of current import and consequence. They read and write in a variety of genres (ranging from experience narratives to academic essays) and supplement their required reading with excursions to scholarly and cultural venues at Smith.

Prerequisite: One WI course or permission of the instructor. Enrollment limited to 15. (E) WI 4 credits

Topic: Poverty

What defines poverty in the U.S. and abroad? Who defines it? How do we best improve the lives of the poor? What's the relationship between poverty and gender? Which anti-poverty programs work and which don't? These are a few of the questions students write about in this course as they hone their writing skills. The readings include academic essays, organizational documents, newspaper articles, narrative journalism and personal experience narratives. The course makes use of resources in the Smith libraries, the Sophia Smith Collection and the Smith College Museum of Art. Enrollment limited to 15. (E) WI 4 credits

Julio Alves

Offered Spring 2011

Topic: To be announced

Sarah Eddy

Offered Spring 2011

First-Year Seminars

For course descriptions, see the First-Year Seminar section

FYS 118 Groves of Academe

Patricia Skarda

Offered Fall 2010

FYS 142 Re-enacting the Past

William Oram

Offered Fall 2010

FYS 155 Celtic Worlds

Craig R. Davis

Offered Fall 2010

FYS 157 Literature and Science

Luc Gilleman

Offered Fall 2010

FYS 158 Reading the Earth

Sharon Seelig

Offered Fall 2010

FYS 160 The End of the World as We Know It

Gillian Kendall

Offered Fall 2010

FYS 188 Shakespeare and Film

Jefferson Hunter

Offered Fall 2010

FYS 192 America in 1925

Richard Millington

Offered Fall 2010

First-Level Courses in Literature

112 Reading Contemporary Poetry

This course offers the opportunity to read contemporary poetry and meet the poets who write it. Class sessions alternate with readings by visiting poets. Graded Satisfactory/Unsatisfactory only. Course may be repeated. 2 credits

Michael Thurston

Offered Fall 2010, Spring 2011

120 Colloquia in Literature

Each colloquium is conducted by means of directed discussion, with emphasis on close reading and the writing of short analytical essays. Priority will be given to incoming students in the fall-semester sections of the colloquia. Other students should consult the course instructor about possible openings. Enrollment in each section limited to 18. 4 credits

Fiction

A study of the novel, novella and short story, stressing the formal elements of fiction, with intensive analysis of works by such writers as Austen, Dickens, James, Faulkner, Joyce, Lawrence and Woolf. WI **[L]**

Eric Reeves

Offered Fall 2010

Contemporary Coming of Age Stories

Analysis of recent forms taken by the coming of age story, emphasizing novels, short stories and memoirs

written in the last thirty years, chiefly in America. Emphasis on the diversity and individuality of each coming of age experience and on how the forms and techniques of these stories shape their meanings. Discussion of such questions as what “growing up” means in different families, individuals, genders, social classes, ethnicities and cultures, whether coming of age is a rite of passage that everyone experiences and how writing about the experience changes it. WI {L}

Dean Flower

Offered Spring 2011

The Gothic in Literature

Terror, guilt and the supernatural in novels, tales and poems from the 18th to the 20th centuries. Authors include Walpole, Lewis, Austen, Coleridge, Mary Shelley, Byron, Charlotte Brontë and James. WI {L}

Nora F. Crow

Offered Fall 2010

Modern Drama

Reading of a selection of modern and contemporary plays that investigate problems of language and identity. Playwrights to include Pinter, Stoppard, Churchill, Handke, Pomerance, Albee, Rabe, O'Neill, Beckett, Shaffer, Pirandello. WI {L}

Luc Gilleman

Offered Fall 2010

Modern Short Stories

A study of the short story sequence as a characteristic modern genre, focusing on such writers as Sherwood Anderson, Edna O'Brien, Eudora Welty, William Trevor and others. WI {L}

Dean Flower

Offered Fall 2010

Mysteries and Investigations

A study of fiction, plays and poetry about the investigation of mysteries, the ciphering and deciphering of plots, the guilt of investigators and dubious solutions. Fiction by Poe, Dickens, Doyle, Faulkner and others. Plays by Sophocles, Shakespeare and Stoppard and a film or two. WI {L}

Nancy Bradbury

Offered Spring 2011

Reading and Writing Short Poems

A course in the nuts and bolts of poetry. We will look at poems and study their techniques (e.g., sound patterns,

image development, form). We will write and revise our own poems, using these techniques. Poets include Basho, Christopher Smart, Walt Whitman, Gwendolyn Brooks, Eavan Boland, Li-Young Lee. WI {L}

Maya Janson

Offered Fall 2010

Reading and Writing Short Stories

Reading of short stories from the point of view of the would-be writer, with special attention to such problems as dialogue, narration, characterization and style. Writing includes analysis, imitation or parody and original stories. WI {L}

Gillian Kendall

Offered Spring 2011

Representing Shakespeare for Children

We will consider how Shakespeare has been reimagined for different audiences, focusing particularly on the creation and use of late 20th-century adaptations of Shakespeare for children—both within and outside the classroom at different educational levels. We will read a range of plays by Shakespeare, as well as adaptations of these plays for children and young adults, in genres ranging from picture books to novels. WI {L} 4 credits

Naomi Miller

Offered Fall 2010

160 “What Is English?”

While it might look like a solid and settled subject, English in fact is, and has always been, a discipline constituted by disagreement—over which books should be read, which students should read them, which ways of reading should be pursued, and sometimes, whether such questions have meaningful answers. If such disagreement is a problem, it is a productive one; a good deal of important literary scholarship has come from thoughtful engagement with these uncertainties. This course sketches, for English majors, prospective majors, and all students interested in literary studies, questions at the heart of the critical enterprise. In six lectures during the first half of the semester, with accompanying readings and discussion, the course illustrates the work of the critic and shows how, even though the discipline began a way to make reading literature unpleasant enough to merit academic credit, the pleasures of the text continue to enliven English. Graded S/U only. {L} 1 credit

Ambreen Hai and members of the department

Offered Spring 2011

Level II

Courses numbered 199–249. Open to all sophomores, juniors and seniors and to qualified first-year students.

Gateway Courses

These four classes serve as entry points to the major, introductions to the critical, historical and methodological issues and questions that underlie the study of literatures in English. English majors must select at least two courses from this menu. Fall gateway courses are open to first-year students with the English Literature and Composition AP score of 4 or 5 or a score of 710 on the Critical Reading portion of the SAT.

199 Methods of Literary Study

This course teaches the skills that enable us to read literature with understanding and pleasure. By studying examples from a variety of periods and places, students will learn the workings of poetry, prose fiction and drama, work, how to interpret them, and how to make use of interpretations by others. English 199 seeks to produce perceptive readers well equipped to take on complex texts. This gateway course for prospective English majors is not recommended for students simply seeking a writing intensive course. Readings in different sections will vary, but all will involve active discussion and frequent writing. WI [L] 4 credits
Robert Hosmer, Floyd Cheung, Fall 2010
Naomi Miller, Robert Hosmer, William Oram, Spring 2011
 Offered both semesters each year

200 The English Literary Tradition I

A study of the English literary tradition from the Middle Ages through the 18th century. Recommended for sophomores. [L] 4 credits
Douglas Patey, Sharon Seelig
 Offered Fall 2010

201 The English Literary Tradition II

A study of the English literary tradition from the 19th century to modern times. WI [L] 4 credits
Luc Gilleman, Nora F. Crow, Andrea Stone
 Offered Spring 2011

231 American Literature Before 1865

A study of American writers as they seek to define a role for literature in their changing society. Emphasis

on the extraordinary burst of creativity that took place between the 1820s and the Civil War. Works by Cooper, Hawthorne, Emerson, Thoreau, Melville, Douglass, Stowe, Whitman, Dickinson and others. [L] 4 credits
Andrea Stone

Offered Fall 2010

Level Two Electives

These courses in particular are designed to interest non-majors as well as majors.

202/CLT 202 Western Classics in Translation, From Homer to Dante

Texts include the *Iliad*; tragedies by Aeschylus, Sophocles and Euripides; Plato's *Symposium*; Virgil's *Aeneid*; Dante's *Divine Comedy*. WI [L] 4 credits
 Lecture and discussion
Ann R. Jones (Comparative Literature), William Oram, Robert Hosmer
 Offered Fall 2010

203/CLT 203 Western Classics in Translation, From Chrétien de Troyes to Tolstoy

Chrétien de Troyes's *Yvain*; Shakespeare's *Antony and Cleopatra*; Cervantes' *Don Quixote*; Lafayette's *The Princesse of Clèves*; Goethe's *Faust*; Tolstoy's *War and Peace*. WI [L] 4 credits
 Lecture and Discussion
Maria Banerjee (Russian), Robert Hosmer
 Offered Spring 2011

204/CLT 215 Arthurian Legend

The legend of Arthurian Britain as it developed in Wales, France and England. Readings will include early Welsh tales, Geoffrey of Monmouth, Chrétien de Troyes, Marie de France, *La Queste del Saint Graal*, the *Gawain*-poet, Malory and Tennyson. [L] 4 credits
Nancy Mason Bradbury
 Offered Spring 2011

212 Telling and Retelling

A study of recent novels and their famous antecedents. What are the pleasures of reading? What do we need to know to be good readers of contemporary fictions that revise or at least allude to work of the past? Texts include *Dr. Jekyll and Mr. Hyde* and *Mary Reilly*; *Jane Eyre* and *Wide Sargasso Sea*; *King Lear* and *A Thousand Acres*; *Tess of the d'Urbervilles* and *The French Lieutenant's Woman*; *Pride and Prejudice* and *Presumption: An Entertainment: Possession*.

Recommended for non-majors. {L} 4 credits

Patricia Skarda

Offered Spring 2011

217 Studies in Medieval Literature

Topic: Old English Poetry and Prose. The literature of Anglo-Saxon England (ca. 450–1066 AD) comprises the earliest and fullest record of any European vernacular language. Its poetry thoughtfully imagines the lives of men and women (and other creatures) in an earlier era, who have now vanished from the earth, “as if they had never lived.” We will read passages from heroic poems like *Beowulf* and *The Battle of Maldon*; retellings of the Books of Genesis, Judith and the Gospels; and several of the Old English elegies, riddles, charms and proverbs. In prose we will read selections from the *Anglo-Saxon Chronicle*, Bede, King Alfred and others. Prerequisite: ENG 210 Old English. {L} 4 credits

Craig R. Davis

Offered Fall 2010

219 Edmund Spenser

Spenser presented himself as England's Virgil and transformed every genre he touched. We will read most of his romance-epic *The Faerie Queene* but we will consider other genres as well—love poetry, pastoral, satire and vision. Prerequisite: one of the following: ENG 200, ENG/CLT 202 or a course in Renaissance literature. {L} 4 credits

William Oram

Offered Spring 2011

228 Children's Literature

The varied shapes, narrative strategies and complex literary content of what some might consider a simple form—works written by adults but intended for children. Texts may include *Outside Over There*; *Alice in Wonderland*; *The Lion, the Witch and the Wardrobe*; various fairy tales; *At the Back of the North Wind*; *Letting Swift River Go*; *The Jungle Book*; *The Secret Garden* and others. {L} 4 credits

Gillian Kendall

Offered Fall 2010

230/JUD 258 American Jewish Literature

Jewish literary engagement with America, from Yiddish writing on the margins to the impact of native-born authors and critics on the post-war literary scene. Topics include narratives of immigration; the myth of America and its discontents; the Yiddish literary world

on the Lower East Side and the New York Intellectuals; ethnic satire and humor; crises of the left involving Communism, Black-Jewish relations and '60s radicalism; the Holocaust in American culture; tensions between Israel and America as “promised lands”; and the creative betrayal of folklore in contemporary fiction. Must Jewish writing in America remain on the margins, “too Jewish” for the mainstream yet “too white” for the new multicultural curriculum? {L} 4 credits

Justin Cammy

Offered Spring 2011

233 American Literature From 1865 to 1914

A survey of American writing after the Civil War, with an emphasis on writers who criticize or stand apart from their rapidly changing society. Fiction by Twain, James, Howells, Dreiser, Crane, Chopin, Chesnut, Jewett and Sui Sin Far, along with a selection of the poetry of the era. {L} 4 credits

Floyd Cheung

Offered Spring 2010

235 Modern American Writing

American writing in the first half of the 20th century, with emphasis on modernism. Fiction by Cather, Hemingway, Fitzgerald, Hurston, Faulkner; poetry by Frost, Stevens, Eliot, Pound and Bishop. {L} 4 credits

Dean Flower

Offered Fall 2010

239 American Journeys

A study of American narratives, from a variety of ethnic traditions and historical eras, that explore the forms of movement—immigration, migration, boundary crossing—so characteristic of American life. Emphasis on each author's treatment of the complex encounter between new or marginalized Americans and an established culture, and on definitions or interrogations of what it might mean to be or become “American.” {L} 4 credits

Richard Millington

Offered Fall 2010

240 Modern British and American Drama

A study of recent developments in British and American drama, emphasizing interconnectedness and cross-fertilization: theatre of passion; absurdism; language-oriented realism; talk drama; and postmodern, performance-oriented plays. Works by Williams, Miller, Beckett, Osborne, Pinter, Albee, Shepard, Mamet, Rabe,

Shaffer, Churchill, Hwang. Occasional screenings of plays. **{L}** 4 credits

Luc Gilleman

Offered Spring 2011

FLS 245 British Film and Television

Jefferson Hunter

Offered Spring 2011

Level III

Courses numbered 250–299. Open to sophomores, juniors and seniors; first-year students admitted only with the permission of the instructor. Recommended background: at least one English course above the 100 level or as specified in the course description.

250 Chaucer

His art and his social and literary background. Emphasis on the *Canterbury Tales*. Students should have had at least two semester courses in literature. Not open to first-year students. **{L}** 4 credits

Nancy Mason Bradbury

Offered Fall 2010

255 For the Love of God and Women: 17th-Century Poetry

An exploration of the remarkable variety of 17th-century lyric poetry, which includes voices secular and sacred, witty and devout, bitter and sweet, male and female. Attention to poetic forms, conventions and imagery, to response and adaptation of those forms. Particular emphasis on Donne, Jonson, Herbert and Marvell, set in the context of their time and their contemporaries. **{L}** 4 credits

Sharon Seelig

Offered Spring 2011

256 Shakespeare

A Midsummer Night's Dream, As You Like It, I Henry IV, Measure for Measure, King Lear, Macbeth, Coriolanus, The Tempest. Enrollment in each section limited to 25. Not open to first-year students. **{L}** 4 credits

Naomi Miller, Eric Reeves

Offered Fall 2010

257 Shakespeare

Romeo and Juliet, Richard II, Hamlet, Twelfth Night, Troilus and Cressida, Othello, Antony and Cleopatra,

The Winter's Tale. Not open to first-year students. **{L}** 4 credits

Naomi Miller

Offered Spring 2011

260 Milton

A study of the major poems and selected prose of John Milton, radical and conservative, heretic and defender of the faith, apologist for patriarchy and advocate of human dignity, the last great Renaissance humanist, a poet of enormous creative power and influence. Not open to first-year students. **{L}** 4 credits

Sharon Seelig

Offered Spring 2011

263 Romantic Poetry and Prose

Concentration on selected poems of the major Romantics (Blake, Wordsworth, Coleridge, Byron, Shelley, Keats), with prose writings by the poets themselves and by Austen and Mary Shelley. **{L}** 4 credits

Patricia Skarda

Offered Fall 2010

266 Lovers, Goddesses, Talking Animals: The Classical Literature of India

An introduction to India's classical literature in translation, mainly from the Sanskrit language. Masterworks in the principal genres from 500 B.C. to the 11th century, focusing on genre, themes (kingship, love, nature, gender, ethics), literary theory and criticism and comparative perspectives from other world literatures. Readings include classical drama and performance (Kālidāsa's *Shakuntala* and *the Ring of Recollection*, Bharata's treatise *Natyasastra*); the long poem *The Wedding of the Goddess*; Sanskrit and Tamil lyric poems of love, war, wisdom and the aesthetics of landscape; *Panchatantra* animal fables; and adventure tales (*Oceans of Rivers of Story*). (E) WI **{L}** 4 credits

Indira Peterson

Offered Fall 2010

269 Modern British Poetry

Twentieth-century poetry in England and Ireland. Emphasis on W.B. Yeats, T.S. Eliot, W.H. Auden, Philip Larkin and Seamus Heaney, with some attention to such poets as Thomas Hardy, Ezra Pound, D.H. Lawrence, Elizabeth Jennings, Stevie Smith, Ted Hughes and Tony Harrison. Prerequisite: 200 or a college course in poetry or permission of the instructor. **{L}** 4 credits

Michael Thurston

Offered Fall 2010

279 American Women Poets

A selection of poets from the last 50 years, including Sylvia Plath, Elizabeth Bishop, Adrienne Rich, Audre Lorde, Sharon Olds, Cathy Song, Louise Glück and Rita Dove. An exploration of each poet's chosen themes and distinctive voice, with attention to the intersection of gender and ethnicity in the poet's materials and in the creative process. Not open to first-year students. Prerequisite: at least one college course in literature. **{L}** 4 credits

Susan Van Dyne (Study of Women and Gender)

Offered Fall 2010

281 Modern American Poetry

A survey of the mainstream of American poetry from 1914 to the present, including the work of Eliot, Frost, Stevens, Moore, Williams, Hart Crane, Millay, Bishop, Lowell, Clumpitt, Ashbery, Merrill and O'Hara. The emphasis is on literary analysis. **{L}** 4 credits

Michael Thurston

Offered Spring 2011

ENG 282/AAS 245 The Harlem Renaissance

A study of one of the first cohesive cultural movements in African-American history. This class will focus on developments in politics, and civil rights (NAACP, Urban League, UNIA), creative arts (poetry, prose, painting, sculpture) and urban sociology (modernity, the rise of cities). Writers and subjects will include Zora Neale Hurston, David Levering Lewis, Gloria Hull, Langston Hughes, and Nella Larsen. Enrollment limited to 40. **{L}** 4 credits

Daphne Lamothe

Offered Spring 2011

CLT 295 Modern Short Stories

How 20th-century writers in Europe, America and Japan developed old kinds of narrative—the tale, the comic sketch, the parable, the legend—into one of the most flexible, expressive and ambitious of modern literary form: the short story. Writings by Kipling, Chekhov, Akutagawa, Mansfield, Hemingway, Kafka, Joyce, Lawrence, Mann, Paley, Borges and Levi. Not open to first-year students. **{L}** 4 credits

Jefferson Hunter

Offered Spring 2011

CLT 298 Cultures of the Book: Reading, Writing and Printing in Early Modern Europe

This course will draw upon the rich resources of the Mortimer Rare Book Room to explore the making,

remaking, dissemination and reading of texts from the 14th to the 21st centuries. Focusing upon primary materials from bibles to poems and plays, we will explore letter forms and fonts; permanent and erasable writing supports from wax tablets to Kindles; the interaction of manuscript and print; the relations between image and text; the implications of printing for the format of books; binding and the making of books; methods of reading and interpreting texts. The central question we will address is how changing technologies reshape and transform texts. Enrollment limited to 15. To be offered once only. (E) **{L}** 4 credits

Peter Stallybrass (Kennedy Professor in Renaissance Studies)

Offered Fall 2010

Advanced Courses in Writing

Only one course in writing may be taken in any one semester except by permission of the chair. Courses in writing above the 100 level may be repeated for credit only with the permission of the instructor and the chair. For all writing courses above the 100 level, no student will be admitted to a section until she has submitted appropriate examples of her work, and received permission of the instructor. Deadlines will be posted.

216 Intermediate Poetry Writing

In this course we read as writers and write as readers, analyzing the poetic devices and strategies employed in a diverse range of contemporary poetry; gaining practical use of these elements to create a portfolio of original work; and developing the skills of critique and re-vision. In addition, students will read and write on craft issues, and attend Poetry Center readings / Q&A's. Admission via writing sample e-mailed by one week before the first day of classes to ewatson@smith.edu. (E) 4 credits

Ellen Doré Watson

Offered Spring 2011

290 Crafting Creative Nonfiction

A writer's workshop designed to explore the complexities and delights of creative nonfiction. Constant reading, writing and critiquing. Admission by permission of the instructor. **{L}** 4 credits

Hilton Als

Offered Fall 2010

290 Essays: New Yorker Style!

A writer's workshop designed to explore the complexities and delights of creative nonfiction. Constant reading, writing and critiquing. Admission by permission of the instructor. **[L]** 4 credits

Nora F. Crow

Offered Spring 2011

295 Advanced Poetry Writing

Taught by the Grace Hazard Conkling Poet in Residence, this is an advanced poetry workshop for students who have developed a passionate relationship with poetry and who have substantial experience in writing poems. Texts are based on the poets who will read at Smith next semester, and students will gain expertise in reading, writing and critiquing poems. Admission via writing sample e-mailed by one week before the first day of classes to aboutell@smith.edu. **[L]** 4 credits

Annie Boutelle

Offered Fall 2010, Spring 2011

296 Writing Short Stories

Admission via writing sample e-mailed or mailed to the English Office one week before the first day of classes.

[L] 4 credits

Anthony Giardina

Offered Fall 2010, Spring 2011

Level IV

300-level courses but not seminars. These courses are intended primarily for juniors and seniors who have taken at least two literature courses about the 100-level. Other interested students need the permission of the instructor.

399 Teaching Literature

Discussion of poetry, short stories, short novels, essays and drama with particular emphasis on the ways in which one might teach them. Consideration of the uses of writing and the leading of discussion classes. For upper-level undergraduates and graduate students who have an interest in teaching. Enrollment limited to 15. **[L]** 4 credits

Samuel Scheer

Offered Fall 2010

Level V

Seminars. Seminars are open only to juniors and seniors, and admission is by permission of the instructor.

Seminars in the English department stand as the capstone experience in the major. They bring students into the public aspects of intellectual life, and the papers they require are not only longer but also different in kind from those in 200-level classes. These papers require a research component in which students engage the published arguments of others, or at least demonstrate an awareness of the ongoing critical conversation their work is entering. But such work proves most useful when most available, and so we also require that students present their thinking in some way to the semi-public sphere of the seminar itself.

All students who wish to take a seminar must apply at the English department office by the last day of the pre-registration period. The instructor will select the students admitted from these applicants.

333 Seminar: A Major British or American Writer*Stoppard and Bennett*

Comparative study of the plays, films and television dramas of Tom Stoppard and Alan Bennett, in their roles as intellectual entertainers, experimenters in different media and transmitters of English tradition. The works to be read or viewed include rewritings of Shakespeare (*Rosencrantz & Guildenstern Are Dead*) and Oscar Wilde (*Travesties*); films and dramas about espionage (*Enigma*, *A Question of Attribution*, *An Englishman Abroad*); a series of television monologues (*Talking Heads*); reassessments of history, both private (*The Invention of Love*) and public (*The Madness of George III*); plays and films about school life (*Forty Years On* and *The History Boys*); drama about actors (*The Real Thing*); drama about a slightly deranged street person (*The Lady in the Van*). Admission by permission. Enrollment limited to 12. **[L/A]** 4 credits

Jefferson Hunter

Offered Fall 2010

Virginia Woolf

A close study of representative texts from the rich variety of Woolf's work: novel, essay, biography and short story. Preliminary, essential attention to the life, with particular concern for the Victorian/Edwardian

world of Woolf's early years and the Bloomsbury Group. Works to be studied will include *Mrs. Dalloway*, *To the Lighthouse*, *Orlando*, *The Waves*, *Between the Acts*, *A Room of One's Own* and *Three Guineas*, as well as essays drawn from *The Common Reader* and stories. Supplementary readings from biographies of Woolf and her own letters, journals and diaries. Admission by permission. Enrollment limited to 12. **[L]** 4 credits
Robert Hosmer
 Offered Fall 2010

334 Seminar: Servants in Literature and Film

Often invisible but crucial, servants in English literature have served as comic relief, go-betweens, storytellers, sexual targets and sometimes as central protagonists. But what roles do they play in contemporary literature and film? What can we learn from them about modernity, class, power relations, sexuality, gender, marriage or family? What new responses do they evoke from us? This seminar will consider how writers from various cultures and times call upon the figure of the domestic servant for different purposes, and how a view from (or of) the margins can change how and what we see. Writers include Shakespeare, Richardson, Emily Brontë, Wilkie Collins, Kazuo Ishiguro, Kiran Desai, Khaled Hosseini, Deepa Mehta. Admission by permission. Enrollment limited to 12. **[L]** 4 credits
Ambreen Hai
 Offered Spring 2011

348/AAS 348 Black Women Writers

How does gender matter in a black context? That is the question we will ask and attempt to answer through an examination of works by such authors as Phillis Wheatley, Pauline Hopkins, Nella Larsen, Zora Hurston, Toni Morrison, Alice Walker, Gayl Jones and Audre Lorde. Prerequisite: one college-level literature course or permission of the instructor. This course is not a seminar. **[L]** 4 credits
Kevin Quashie
 Offered Fall 2010

353 Seminar: Advanced Studies in Shakespeare

Shakespeare wrote using a particular set of conventions tailored for the stage. When Shakespeare's plays are translated into film, they run headlong into another set of conventions—the cinematic. Out of this clash come extraordinary visions metamorphosed from texts that were always meant to be visual, that were never intended to lie dead on the page. In exploring the ways

in which directors and actors interpret Shakespeare's texts, we will also be exploring what movies do with metaphor, simile, imagery: the language that, on a bare stage or a bare page, creates the flesh and blood of a Renaissance play. We will also address the ways in which plays blossom into meaning through cinematic editing, cinematography and the conventions of film. In short, we will take Shakespeare to the movies. Some plays whose metamorphoses we may examine: *Romeo and Juliet*, *Hamlet*, *The Merchant of Venice*, *Much Ado About Nothing*, *Macbeth*, *The Tempest*. 4 credits
Gillian Kendall
 Offered Spring 2011

362 Satire: Execution by Words

A consideration of theoretical problems (definitions of satire, responses to satire, satiric strategies) followed by a study of the development of satire from Horace and Juvenal through Shakespeare, Swift, Pope, Austen, and Byron to Waugh, West and Vonnegut. Some attention given to differences between male and female satirists. **[L]** 4 credits
Nora F. Crow
 Offered Fall 2010

365 Seminar: Studies in 19th-Century Literature

Topic: Women in Romantic Literature. A study of sisters, wives, mothers and nature in the works of Jane Austen, Mary Shelley, Sir Walter Scott, the Brontës and the Romantic poets. **[L]** 4 credits
Patricia Skarda
 Offered Spring 2011

382 Readings in American Literature

Topic: Film Noir and American Fiction. Discussion of the relationship between the "hard-boiled" school of American writing—from Dashiell Hammett, Raymond Chandler and James M. Cain in the 1930s to Patricia Highsmith and Jim Thompson in the early 1950s—and the film genre that emerged when these works were adapted for the screen, beginning with *The Maltese Falcon* in 1941. The films of such directors as Fritz Lang, Robert Siodmak, Michael Curtiz, Edward Dmytryk, Alfred Hitchcock, Nicholas Ray, Jacques Tourneur and Orson Welles will be discussed. Topics will include the popular reception of such bleak and violent narratives, their capacity for disruption and social critique, their extreme representations of gender and race, the sources of their ideology (both European and American), their transcendence of mere "pulp fiction" and

"thriller" genres, their distinctive styles and aesthetic principles, their influences upon one another, and their subsequent influence, particularly in recent neo-Noir films. 4 credits

Dean Flower

Offered Spring 2011

387 Asian American Autobiography

Topic: Memory Work and Self-Fashioning in Poetry.

While the field of Asian American literature long has embraced prose fiction and autobiographical writing, it has been slower in studying the rich and remarkable creations of poets. This seminar will revel in ten books by Asian Americans poets including Li-Young Lee, Aimee Nezhukumatathil and Mitsuye Yamada. In these autobiographically inflected works, writers have called upon the special language of poetry as an instrument of memory and self-fashioning. While we can never conflate the speaker of a poem with its author, many theories and approaches that we have developed for studying autobiographical prose can be applied to thinking about autobiographically inflected poetry. Perhaps foremost among them are the ideas that even in autobiographical prose, we should not entirely conflate narrator with author or ignore the roles that craft, invention, and memory play in mediating one's experience of reality, truth or the past. Enrollment limited to 12. (L) 4 credits

Floyd Cheung

Offered Fall 2010

Cross-listed and Interdepartmental Courses

AAS 202 Black Music and Literature

FYS 175 Love Stories

FYS 118 The Groves of Academe

FYS 128 Ghosts

FYS 157 Literature and Science: Models of Time and Space

FYS 158 Reading the Earth

FYS 162 Ambition and Adultery: Individualism in the 19th-Century Novel

FYS 187 Writers and the Body: Health and Illness in African Diasporic Women's Literature

CLT 205 Twentieth-Century Literature of Africa

CLT 215 Arthurian Legend

CLT 237 Traveller's Tales

CLT 255 Ghosts, Peasants, Doubles and Frames: Reading the 19th-Century Novel

CLT 300 Contemporary Literary Theory

FLS 241 Screen Comedy

PRS 311 Bodies and Machines

THE 261 Writing for the Theatre

400 Special Studies

1 to 4 credits

Offered both semesters each year

408d Special Studies

8 credits

Full-year course; Offered each year

The Major

Advisers: Members of the department

Major Requirements

Twelve semester courses are required for the major. In March 2009, the department voted in a new set of requirements. Students in course may choose either the old or new requirements; students in the class of 2013 and thereafter must complete the new ones.

New Requirements

1. Two of our four gateway courses—ENG 199 (methods), 200 (British survey I), 201 (British survey II) or 231 (American survey I)—ideally to be taken by the end of the sophomore year;
2. Two courses concentrating on literature written before 1832;
3. Semester courses on two of three early canonical authors; Chaucer (250), Shakespeare (256 or 257) and Milton (260);

4. Culminating Experience: two seminars in literature (300-level), at least one to be taken in the senior year. A senior who has undertaken an honors thesis, year-long Kahn Institute project or research-based 4-credit special studies may substitute her project for the second seminar.

Old Requirements

1. Two of the following: 199, 200, 201 or 231;
2. Two courses concentrating on literature written before 1832;
3. Semester courses on two of three early canonical authors: Chaucer (250), Shakespeare (256 or 257) and Milton (260);
4. A seminar;
5. Five additional courses

In 2010–11 the following courses fulfill requirement #2: 200, 202, 203, 204, 207, 217, 219, 231, 255, 256, 257, 260, 263, 266, 353, 362, 365.

No course may be used to fulfill more than one requirement.

Up to two courses in film, a foreign or comparative literature, or dramatic literature offered through the theater department may count toward the major. Up to three advanced writing courses may count toward the major. Only one colloquium (120) may count toward the major. English 118 does not count. No course counting toward the major may be taken for an S/U grade.

We strongly recommend that all students take at least one historical survey sequence: English 200, 201; English 202, 203; or English 231, 233. We also recommend that our majors take at least one course concentrating on literature written in English from cultures beyond the British/American mainstream, e.g., African, Caribbean or Asian postcolonial or minority writing (such as African American, Asian American or Black British).

Students interested in graduate school in English literature or in high school English teaching would be well advised to take both the British (200, 201) and American (231, 233) surveys. Those considering graduate school should be aware that most doctoral programs in English require a reading knowledge of two foreign languages, and that preparation in literary theory would be extremely useful.

The Minor

The minor in English consists of six courses: English 199; a two-semester survey (ENG 200, 201 ENG 202, 203 or ENG 231, 233); plus three additional English courses chosen in consultation with the minor adviser, two of which must be above the 100 level.

No course counting toward the minor may be taken for an S/U grade.

Honors

Director: Michael Thurston (2010–11)

430d Honors Project

8 credits

Full-year course; Offered each year

Applicants to honors (which is done in addition to the requirements of the major) must have an average of B+ or above in the courses they count toward the major, and an average of B or above in all other courses. During the senior year they will present a thesis, of which the first complete formal draft will be due on the first day of the second semester. After the readers of the thesis have provided students with their evaluations of this draft, the student will have time to revise her work in response to their suggestions. The final completed version of the thesis will be due after spring vacation, to be followed during April by the student's oral presentation and discussion of her work. Students in honors will normally be given priority in seminars.

In exceptional circumstances the department will permit a student to submit a work of fiction, poetry or creative non-fiction for honors.

Graduate

580 Graduate Special Studies

Independent study for graduate students. Admission by permission of the chair. 4 credits

Offered both semesters each year

580d Graduate Special Studies

8 credits

Full-year course; Offered each year

Environmental Science and Policy

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Director

L. David Smith, Associate Professor of Biological Sciences

Program Coordinator

Joanne Benkley

Spatial Analysis Lab Coordinator

Jon Caris

Members of the Advisory Committee

^{**2} Elliot Fratkin, Professor of Anthropology
Virginia Hayssen, Professor of Biological Sciences
Paulette Peckol, Professor of Biological Sciences
L. David Smith, Professor of Biological Sciences

Shizuka Hsieh, Assistant Professor of Chemistry
Susan Stratton Sayre, Assistant Professor of Economics
Robert M. Newton, Professor of Geosciences

^{*2} Amy Larson Rhodes, Associate Professor of Geosciences

Donald C. Baumer, Professor of Government
Gregory White, Professor of Government
David Newbury, Professor of History and of African Studies

^{*2} Jeffrey Ramsey, Associate Professor of Philosophy
Nathanael Fortune, Associate Professor of Physics
Leslie King, Associate Professor of Sociology
Michelle Joffroy, Associate Professor of Spanish and Portuguese

The Major

Advisers: Donald Baumer, Elliot Fratkin, Nathanael Fortune, Virginia Hayssen, Shizuka Hsieh, Michelle Joffroy, Leslie King, David Newbury, Robert Newton, Paulette Peckol, Jeffrey Ramsey, Amy Larson Rhodes, Susan Stratton Sayre, L. David Smith, Gregory White

The Environmental Science and Policy (ES&P) major is designed for students with interests in the environment and sustainability and a commitment to scientifically based problem solving and policy analysis. The objectives of the major are to prepare students to transcend disciplinary boundaries; combine analytical and communication skills with a well-rounded understanding of the environment; and translate this knowledge into meaningful action and innovative solutions. Four integration courses form the intellectual and organizational core of the major. Each course brings together frameworks, proficiencies and knowledge from natural and social sciences in an explicitly integrative fashion to explore and analyze important environmental topics at local, regional, national and global levels. Additional introductory courses provide breadth in the natural

and social sciences/humanities and statistics and introduce students to fundamental aspects of disciplines important to understanding human-environment interactions. Students gain depth of knowledge by choosing a coherent sequence of electives with a clear environmental focus. Students are strongly encouraged to engage in environmentally oriented internships, independent research or study away opportunities.

Prospective majors should consult with an ES&P faculty adviser in choosing their courses. In their first semesters, students are encouraged to enroll in one of the introductory courses (see list) and an appropriate integration course (ENV 101) as well as statistics.

Requirements: The ES&P major requires 14 courses. These include:

1. four integration courses (ENV 101, ENV 201/202, ENV 311, ENV 312);
2. three introductory courses in the natural sciences from different areas (BIO, GEO, CHM, PHY/EGR), two of which must include labs (see list);
3. two introductory courses in the social sciences/humanities from different departments (see list);
4. one course in statistics; and

5. four electives that create a coherent sequence with a clear environmental focus. No more than one elective can be at the 100-level and at least one must be at the 300-level. One semester of independent study (ENV 400) or credit toward an honor's thesis (ENV 430d) may be substituted for one elective. Internships or study abroad experiences are strongly encouraged.

One course fulfilling the major requirements may be taken S/U; ENV 201/202, ENV 311 and ENV 312 may not be taken S/U.

Options for majors with Advanced Placement credit:

Majors with scores of 4 or 5 on the Advanced Placement examination in environmental science may receive four credits toward the major in lieu of a 100-level elective (see list) with the approval of the major adviser.

Integration Courses

ENV 101 Environmental Integration I: Perspectives

This course examines how humans have changed Earth's biosphere, atmosphere, hydrosphere and lithosphere, particularly over the last century, and the social, scientific and political challenges posed by these environmental alterations. We will reflect on how differing worldviews have influenced our past actions and may determine our future trajectory. Readings and discussions will examine scientific evidence, policies designed to improve the environment, and national and international responses to the environmental crises that confront humanity. Students will investigate strategies for mitigating damage, conserving resources and restoring natural function of the Earth. (E) {H/N/S} 4 credits.

Amy Larson Rhodes and Donald Baumer
Offered Fall 2010

ENV 201/202 Environmental Integration II: Collecting and Analyzing Information

While focusing on three environmental topics, students will learn how to gather, analyze and present data using methods from the natural and social sciences. Data will be drawn from multiple sources, including laboratory experiments, fieldwork, archival sources, surveys and interviews. Emphasis will be on quantitative analysis. Environmental topics will vary in scale from the local to the global. This course includes a required laboratory section. Prerequisite: one semester of statis-

tics. ENV 101 is recommended. Enrollment limited to 18. (E) Q {N/S} 5 credits

Members of the Environmental Science and Policy Program
Offered Fall 2011

ENV 311 Environmental Integration III: Interpreting and Communicating Information

This course focuses on the interpretation and communication of environmental issues and solutions from multi- and interdisciplinary perspectives. Using contemporaneous environmental topics as a foundation, this course introduces students to written, oral, visual and quantitative communication for a variety of audiences and intents. Students will develop the ability to interpret environmental information from multiple sources, to synthesize that information for their own understanding, and to communicate that knowledge in ways appropriate to the particular objective and audience. A final project enables students to communicate an environmental issue of their own choosing to a diversity of audiences. ENV 101 is recommended. Enrollment limited to 25. (E) {N/S} 4 credits.

Susan Stratton Sayer
Offered Spring 2011

ENV 312 Environmental Integration IV: Sustainable Solutions

This course engages the class in a semester-long design and/or analysis project. Students will work in ad hoc teams using a variety of skills and knowledge to address a current issue or question related to environmental sustainability for our local community. The specific projects will vary from year to year. Students will gain direct experience with the range and complexity of activities required to address a real-world environmental project. Student work will be assessed via progress reports (written and oral), reflective essays and a final report. Prerequisites: ENV 101, Statistics, ENV 201/202, ENV 311. ENV 311 may be taken concurrently. Enrollment limited to 16. (E) {N/S} 4 credits.

L. David Smith

Offered Spring 2012

Introductory Courses

Natural Sciences

All majors must take one course in three of the following four natural science areas. Two of these

courses must include a laboratory or field component (designated by L). Students with Advanced Placement credit (4 or 5) in an area may substitute an appropriate upper-level course in consultation with an ES&P adviser and in accordance with guidelines of the home department.

Biological Sciences

- BIO 110 Introductory Colloquia: Life Sciences for the 21st Century: Conservation Biology
 BIO 154 Biodiversity, Ecology and Conservation
 BIO 155 Biodiversity, Ecology and Conservation Lab (L)

Chemistry

- CHM 108 Environmental Chemistry
 CHM 111 Chemistry I: General Chemistry (L)
 CHM 118 Advanced General Chemistry (L)

Geosciences

- FYS 134 Geology in the Field (L)
 GEO 101 Introduction to Earth Processes and History
 GEO 102 Exploring the Local Geological Landscape (L)
 GEO 104 Global Climate Change
 GEO 105 Natural Disasters
 GEO 106 Extraordinary Events in the History of Earth, Life and Climate
 GEO 108 Oceanography: An Introduction to the Marine Environment (L)
 GEO 109 The Environment

Physics and Engineering

- EGR 100 Engineering for Everyone*
 PHY 100 Solar Energy and Sustainability (L)
 PHY 201 Renewable and Non-Renewable Energy: Science and Implications

*EGR 100 Engineering for Everyone has several rotating themes; approval is granted for years when the focus is on energy and sustainability

Social Sciences/Humanities

All majors must take two social science or humanities courses from different departments from the selections below. Students with Advanced Placement credit (4 or 5) in an area may substitute an appropriate upper-level course in consultation with an ES&P adviser and in accordance with guidelines from the home department.

- ANT 130 Introduction to Cultural Anthropology
 ANT 241 Anthropology of Development
 ECO 150 Introductory Microeconomics
 GOV 200 American Government
 GOV 207 Politics of Public Policy
 GOV 241 International Politics
 PHI 238 Environmental Ethics
 PPL 220 Public Policy Analysis
 PPL 222 Colloquium: U.S. Environmental History and Policy
 SOC 101 Introduction to Sociology

Statistics

Majors must take one course in statistics (e.g., ECO 190, MTH 190/PSY 190, GOV 190, MTH 245 or SOC 201).

Electives

Majors should choose their elective courses in consultation with the major adviser to create a coherent sequence with a clear environmental focus; the focus may be specific to a discipline, topic or location. No more than 1 elective can be at the 100-level; at least one must be at the 300-level. Electives can be identified at the time the major is declared, but not later than the end of the add/drop period of the first semester of junior year. Subsequent changes require approval of the major adviser. Electives can include, but are not limited to, the approved list below. Other relevant courses offered at Smith, within the Five College Consortium, or in study abroad programs may be used to satisfy the electives requirement of the major with consultation and approval of the major adviser.

One semester of independent study (ENV 400) or credit toward an Honor's thesis (ENV 430d) may be substituted for one elective. Internships, study abroad or Praxis experiences are encouraged.

ENV 150/GEO 150 Modeling our World: An Introduction to Geographic Information Systems

A geographic information system (GIS) manages location-based (spatial) information and provides the tools to display and analyze it. GIS provides the capabilities to link databases and maps and to overlay, query and visualize those databases in order to analyze and solve problems in many diverse fields. This course provides an introduction to the fundamental elements of GIS and connects course activities to GIS applications in landscape architecture, urban and regional planning,

archeology, flood management, sociology, coastal studies, environmental health, oceanography, economics, disaster management, cultural anthropology and art history. Enrollment limited to 20. **[N]** 4 credits

Robert Burger

Offered Spring 2011

Biological Sciences

- BIO 103 Economic Botany: Plants and Human Affairs
 BIO 260 Invertebrate Diversity
 BIO 264 Plant Evolution and Systematics
 BIO 266 Principles of Ecology
 BIO 272 Vertebrate Biology
 BIO 268 Marine Ecology
 BIO 364 Plant Ecology
 BIO 368 Biogeography
 BIO 390 Topics in Environmental Biology: Coral Reefs: Past, Present and Future

Chemistry

- CHM 346 Environmental Analytical Chemistry
 EGR 360 Chemical & Environmental Reaction Engineering
 GEO 301 Aqueous Geochemistry

Geosciences

- EGR 315 Ecohydrology
 ENV/GEO 150 Modeling our World: An Introduction to Geographic Information Systems
 GEO 231 Invertebrate Paleontology and Paleoecology
 GEO 232 Sedimentology
 GEO 251 Geomorphology
 GEO 270j Carbonate Systems and Coral Reefs of the Bahamas
 GEO 301 Aqueous Geochemistry
 GEO 309 Groundwater Geology
 GEO 311 Environmental Geophysics

Social Sciences, Humanities and Policy

- ANT 230 Africa: Population, Health and Environmental Issues
 ANT 236 Economy, Ecology and Society
 ANT 241 Anthropology of Development
 ECO 213 The World Food System
 ECO 224 Environmental Economics
 EGR 330 Engineering and Global Development
 EGR 346 Hydrosystems Engineering
 EGR 390 Seminar: Advanced Topics in Engineering: Technology Risk Assessment and Communication

- GOV 207 Politics of Public Policy
 GOV 254 Politics of the Global Environment
 GOV 306 Seminar in American Government
Topic: Politics and the Environment
 HST 299 Ecology and History in Africa
 PHI 238 Environmental Ethics
 POR 221 Topics in Portuguese and Brazilian Literature and Culture: Eco Brazil: Key Environmental Issues
 PPL 220 Public Policy Analysis
 SOC 232 World Population
 SOC 333 Seminar: Social Justice, the Environment and the Corporation
 SPN 372 Topics in Latin American and Iberian Studies: Women, Environmental Justice and Social Action
 SWG 230 Feminisms and the Fate of the Environment

ENV 400 Special Studies

Admission by permission of the instructor. Special Studies are open only to qualified juniors and seniors, and in appropriate cases, to sophomores. 1–4 credits

Offered both semesters each year

Honors

Students with a strong academic background who wish to conduct independent and original work on an environmental topic are encouraged to pursue an honors project.

Director: To be announced

Please consult the director of honors or the program Web site for specific requirements and application procedures.

430d Honors Project

8 credits

Full-year course: Offered every year

Study Abroad

Students may elect to take courses for the major outside Smith College by participating in an environmentally oriented, off-campus program. Relevant Smith approved programs include, but are not limited to, Duke University's Organization for Tropical Studies, The School for Field Studies, The School for International

Training, SEA Semester and the Maritime Studies Program of Williams College and Mystic Seaport. Courses from other study abroad programs may also be eligible for credit with approval of the major adviser

Study Abroad Adviser: TBA

The Minor

Advisers: Advisers for the major also serve as advisers for the minor.

The minor consists of six courses chosen with the guidance and approval of an ES&P adviser. Interested students are urged to meet with the Director, Coordinator and/or an ES&P adviser early in their academic planning.

Requirements: Six courses including one course from each of the following groups: chemistry, ecology, geology and environmental policy, plus an elective in consultation with the minor adviser. The senior seminar, ENV 300, or the special studies, ENV 400 (4-credit option), is also required. A course in statistics (e.g. MTH 245 or the equivalent) and Geographic Information Systems (e.g. ENV/GEO 150) are recommended. Appropriate Smith courses not listed below, Five College courses, or courses taken at other institutions and through summer and/or semester-away programs may be counted toward the minor with pre-approval of the adviser. Students must satisfy the prerequisites for all courses included in their minor program. No more than three of the six courses may be taken at other institutions. No more than one course may be taken S/U; ENV 300 may not be taken S/U.

ENV 300 Seminar in Environmental Science and Policy

Current patterns of human resource consumption and waste generation are not ecologically sustainable. Effective solutions require a working knowledge of the scientific, social, political and economic factors surrounding environmental problems. This seminar examines the impact of human activities on natural systems; the historical development of environmental problems; the interplay of environmental science, education and policy; and efforts to build a sustainable society. Discussions will center on conflicting views of historical changes, ecological design and sustainability, biodiversity, environmental policy, media coverage

of environmental issues, ecological economics and environmental justice. An extended project will involve active investigation, analysis and presentation of an environmental issue of local or regional importance with the explicit goal of identifying sustainable alternatives. May not be taken S/U and count towards the minor. Prerequisite: all courses completed or concurrent for the Environmental Science and Policy minor or by permission of the instructor. **{S/N}** 4 credits

L. David Smith

Offered Spring 2011

Biological Sciences

- BIO 110 Introductory Colloquia: Life Sciences for the 21st Century: Conservation Biology
- BIO 154 Biodiversity, Ecology and Conservation
- BIO 266 Principles of Ecology
- BIO 268 Marine Ecology and lab
- BIO 364 Plant Ecology and lab
- BIO 390 Topics in Environmental Biology: Coral Reefs: Past, Present and Future

Chemistry

- CHM 108 Environmental Chemistry
- CHM 346 Environmental Analytical Chemistry
- EGR 260 Mass and Energy Balances
- EGR 312 Thermochemical Processes in the Atmosphere
- GEO 301 Aqueous Geochemistry*

Geosciences

- EGR 315 Ecohydrology
- GEO 101 Introduction to Earth Processes and History
- GEO 104 Global Climate Change: Exploring the Past, the Present and Options for the Future
- GEO 105 Natural Disasters: Confronting and Coping
- GEO 108 Oceanography: An Introduction to the Marine Environment
- GEO 109 The Environment
- GEO 301 Aqueous Geochemistry*
- GEO 309 Groundwater Geology

Social Sciences, Humanities and Policy

- ANT 230 Africa: Population, Health and Environmental Issues
- ANT 236 Economy, Ecology and Society
- ANT 241 Anthropology of Development
- ECO 224 Environmental Economics
- ENV 205 Environmental Policy: Economic Perspectives

- GOV 254 Politics of the Global Environment
 GOV 306 Politics and the Environment
 PPL 222 Colloquium: U.S. Environmental History and Policy
 SOC 332 Seminar in Environmental Sociology

Electives

Elective courses can be chosen from courses listed for the Environmental Science and Policy minor, and outside the minor with consultation and approval of the minor adviser. Examples are:

- BIO 103 Economic Botany: Plants and Human Affairs
 BIO 110 Introductory Colloquia: Bacteria: The Good, The Bad and the Absolutely Necessary
 BIO 110 Introductory Colloquia: Island Biology
 BIO 260 Invertebrate Diversity and lab
 BIO 264 Plant Evolution and Systematics
 BIO 272 Vertebrate Biology
 BIO 366 Biogeography
 ECO 213 The World Food System
 EGR 100 Engineering for Everyone**
 EGR 330 Engineering and Global Development
 EGR 346 Hydrosystems Engineering
 EGR 390 Seminar: Advanced Topics in Engineering: Science, Technology and Ethics
 ENV 101 Environmental Integration I: Perspectives
 ENV 150/GEO 150 Modeling our World: An Introduction to Geographic Information Systems
 ENV 201/202 Environmental Integration II: Collecting And Analyzing Information
 FYS 177 Global Environmental Changes and Challenges
 GEO 270j Carbonate Systems and Coral Reefs of the Bahamas
 GEO 231 Invertebrate Paleontology and Paleoecology
 GEO 232 Sedimentology
 GEO 251 Geomorphology
 GOV 207 Politics of Public Policy
 HST 299 Ecology and History in Africa
 PHI 238 Environmental Ethics
 PHI 304 Colloquium in Applied Ethics: Sustainability
 PHY 100 Solar Energy and Sustainability
 PHY 201 Renewable and Non-renewable Energy: Science and Implications
- POR 221 Topics in Portuguese and Brazilian Literature and Culture: Eco Brazil: Key Environmental Issues
 PPL 220 Public Policy Analysis
 SOC 232 World Population
 SPN 372 Topics in Latin American and Iberian Studies: Women, Environmental Justice and Social Action
 SWG 230 Feminisms and the Fate of the Environment
- *GEO 301 Aqueous Geochemistry fulfills the requirements in both Chemistry and Geology for the minor (one course covers two requirements)
- **EGR 100 Engineering for Everyone has several rotating themes; approval is granted for years when the focus is on energy and sustainability.

Ethics

Visiting faculty and some lecturers are generally appointed for a limited term.

Visit www.smith.edu/catalog for current course information.

Advisers

^{*1} John M. Connolly, Professor of Philosophy,

Director, Spring

Elizabeth V. Spelman, Professor of Philosophy

Donald Joralemon, Professor of Anthropology

^{**2} Albert Mosley, Professor of Philosophy

^{***} Susan Levin, Associate Professor of Philosophy, *Director*, Fall

^{**2} Jeffry Ramsey, Associate Professor of Philosophy

Donna Riley, Associate Professor of Engineering

Ernest Alleva, Lecturer of Philosophy

This minor offers students the opportunity to draw together courses with a major focus on ethics, and so to concentrate a part of their liberal arts education on those questions of right and wrong residing in nearly every field of inquiry. Background in the history and methods of ethical reasoning will be completed by the study of normative and applied ethics in selected areas of interest.

Requirements: PHI 222, and any four other courses offered in various departments and programs at Smith and the Five Colleges. The list tends to vary from year to year, so be sure to consult one of the advisers.

In recent years, courses at Smith, for example, have included

ANT 255	Dying and Death
EGR 205	Science, Technology and Ethics
PHI 221	Ethics and Society
PHI 235	Morality, Politics and the Law
PHI 238	Environmental Ethics
PHI 241	Business Ethics: Moral Issues in the Boardroom and the Classroom
PHI 242	Topics in Medical Ethics
PHI 304	Colloquium in Applied Ethics
PHI/PSY 275	Topics in Moral Psychology
SOC 203	Qualitative Methods

However, be sure to check the availability of courses each semester or consult with the director of the program.

Exercise and Sport Studies

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

^{†1} Donald Steven Siegel, Ed.D.
^{**2} James H. Johnson, Ph.D., *Chair*
^{**2} Barbara Brehm-Curtis, Ed.D.
Christine M. Shelton, M.S.

Lecturers

Jane M. Stangl, Ph.D.
Lynn Oberbillig, M.B.A.
Tim Bacon, M.A.
Jacqueline Blei, M.S.
Linda Carpenter, J.D.
Robert Rausch, Ph.D.

Performance Instructors

Kim Bierwert, B.S.
Christine Davis, M.S.
Bonnie May, M.S.
Suzanne Payne, M.Ed.
Judith Strong, B.S.
Carla Coffey, M.A.
Karen Klinger, M.S.
Scott Johnson, B.S.
Wendy Walker, M.A.
Ellen O'Neil, M.S.T.
David Stillman, B.S.
Richard Cesario
Rosalie Peri, RN, CPT, RYT200

Craig Collins, B.S.
Nancy Rothenberg, 3rd degree black belt
Lisa Thompson, B.A.
Lynne Paterson, RYT200
Jennifer Good-Schiff, A.S., ACA, WFR
Jean Ida Hoffman, M.S.
Judy Messer, RYT, Sensei
Jo Schneiderman, M.Ed.
Cindy Schimelpfenig, A.S.
Katrina O'Brien, B.S., ACA, WFR, NAUI
Jaime Ginsberg, M.Ed.
Lynn Hersey, M.S.
Elizabeth Jacobson
Tyler Hotchkiss
Victoria Moshier

Teaching Fellows

Rhemi Abrams-Fuller, B.A.
Samantha Allen, B.S.
Marlee Berg, B.A.
Jessica Chitwood, B.A.
Lily Hallock, B.S.
Sinead McSharry, B.S.
Jeanne Coree Naslund, B.A.
Ruth Ness, B.A.
Katlin Okamoto, B.A.
Benjamin Raphelson, B.A.

A. Theory Courses

100 Playing the Game: Introduction to Exercise and Sport Studies

An overview of the disciplines that address physical activity and sport. The course takes into account the general effects of physical activity and how one studies and analyzes these experiences. Course content includes an examination of behavioral, sociocultural, biophysical experiences and professional possibilities. 4 credits

Jane Stangl

Offered Fall 2010

107 Emergency Care

The ultimate goal is to teach emergency medical care that will enable the student to a) recognize symptoms of illness and/or injuries; b) implement proper procedures; c) administer appropriate care; d) achieve and maintain proficiency in all skills; e) be responsible and behave in a professional manner; f) become certified in Community First Aid/AED and CPR for the Professional Rescuer. Enrollment limited to 14. 2 credits

Craig Collins

Offered both semesters

110 Introduction to Coaching and Sport Leadership

This course will introduce students to the principles of coaching that are applicable to all sports. Content will include the following areas of sport science: pedagogy, leadership, psychology, biomechanics, physiology, growth and development and areas of health and wellness related to the well-being of athletes. This course will be of particular interest to education students or those intending to pursue a career in teaching as the course will prepare students to obtain the American Sport Education Program (ASEP) Coaching Certification which is now or will be mandatory for public high school coaches in many states including Massachusetts. Enrollment limited to 20. **[S]** 4 credits

Stephanie Gabbert

Offered Spring 2011

118 Wellness 101

This course is for students new to exercise and interested in creating a healthful lifestyle. Wellness 101 will teach you the fundamentals of that elusive concept, "Wellness." You will have an opportunity to assess your current level of Wellness, and to begin to think about and create a Wellness plan that is uniquely yours. 1 credit

Kelly Coffey

Offered Spring 2011

130 Stress Management

The physical and psychological components of stress, identification of personal stress response patterns and techniques for daily stress management. Enrollment limited to 20. 2 credit

Barbara Brehm-Curtis, Victoria Moshier

Offered both semesters

140 Health Behavior

The influence of behavior on health and well-being. Students will examine the way in which factors such as nutrition and dietary habits, stress perception and response and physical activity interact with the physiological processes of health, disease and aging. This course may not be taken for the S/U grading option. Enrollment limited to 20. (WI) **[N]** 4 credits

Barbara Brehm-Curtis

Offered Spring 2011

150 Nutrition and Health

An introduction to the science of human nutrition. We will study digestion, absorption and transportation of nutrients in the body, and the way nutrients are used to

support growth and development and maintain health. We will also examine how personal dietary choices affect nutritive quality of the diet and health of an individual. The relationship between diet and health will be explored throughout this course. Special topics will include diet and physical fitness, weight control, vegetarianism and women's nutrition concerns. High school chemistry recommended but not required. **[N]**

4 credits

Barbara Brehm-Curtis

Offered Fall 2010

175 Applied Exercise Science

An experiential course designed to introduce students to applied exercise physiology and kinesiology. Energy expenditure, energy systems, aerobic power, exercise fuels, effort perception, applied anatomy and training principles are studied using a system of lecture and laboratory sessions. Enrollment limited to 20. **[N]** 2 credits

James Johnson

Offered Fall 2010

175j Applied Exercise Science

Same description as 175 above.

Kaitlin Okamoto and Lillian Hallock

Offered during Interterm

IDP 208 Women's Medical Issues

A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion, menopause, depression, eating disorders, nutrition and cardiovascular disease. While the course focus will primarily be on the physiological aspects of these topics, some social, ethical and political implications will be considered including the issues of violence and the media's representation of women. **[N]** 4 credits

Leslie Jaffe

Not offered 2010–11

215 Physiology of Exercise

Exercise, sport and outdoor activities all require energy to perform. The study of these energetic events is the basis of this course. We study how the body adapts to repeated bouts of physical activity and how the body can perform a single event. This course is highly applied. Short lectures accompanied by relevant laboratory experiences are the methodology. Prerequisite: BIO 150 or permission of the instructor. This course also counts

toward the major in biology. **{N}** 4 credits

James Johnson

Offered Spring 2011

220 Psychology of Sport

An examination of current sport psychology models and theories through a critical examination and analysis of popular sport film. Topics include motivation, team cohesion, leadership, peak performance, anxiety, attention, confidence and psychological skills training. Cultural differences and disability are also addressed. Student performance is evaluated primarily through scholarly writing, oral presentations and a collaborative writing project. PSY 111 is recommended but is not a prerequisite. **{S}** 4 credits

Tim Bacon

Offered Fall 2010

230 Body Images and Sport Media

An exploration of sporting images as projected through the media with primary emphasis on print and electronic journalism—to include written narratives, photography, television, film and digital images. The course will examine the (re)presentation and (re)production of the athletic or healthy body as the standard for fitness. The topic will include issues on embodiment, cultural symbolism, political and moral ideologies, as well as commercialization. **{S}** 4 credits

Jane Stangl

Offered Spring 2011

280 Applied Sports Medicine

Injuries due to involvement in sport result in untold expense, discomfort and possible lifelong problems. The etiology and prevention of injury are discussed. Also covered are overtraining, childhood sport and specialization and how to maintain healthy athletes. The most common sport injuries are analyzed. Lecture and discussion are supported by applied laboratory exercises. Enrollment limited to 20. **{S}** 4 credits

James Johnson

Offered Fall 2010

PRS 314 Women's Health: Global Issues

In this seminar, students will read, discuss and interpret current research on a wide range of women's health issues from a variety of countries around the world. We will explore how researchers from various disciplines investigate questions about health, and the implication

of the research for health care decisions. We will also follow current women's health issues in the news and discuss the process of science reporting. This class is designed to help sharpen the skills of critical reading and research evaluation, to give students experience in looking at real-life issues from interdisciplinary perspectives, as well as to update students on a wide variety of women's health issues. Prerequisite: ESS 140, some background in science and health and permission of the instructor. Enrollment limited to 15 juniors and seniors. May not be taken for the S/U grading option. **(E) {N}** 4 credits

Barbara Brehm-Curtis

Offered Spring 2011

340 Women's Health: Current Topics

A seminar focusing on current research papers in women's health. Recent topics have included reproductive health issues, eating disorders, heart disease, depression, autoimmune disorders and breast cancer. Prerequisites: 140 or a strong biological sciences background and permission of the instructor. Open to juniors and seniors. This course may not be taken for the S/U grading option. Enrollment limited to 14. **{N}** 4 credits

Barbara Brehm-Curtis

Not offered 2010–11

400 Special Studies

1 to 4 credits

Members of the department

Offered both semesters

B. Performance Courses Credit

Performance courses are offered for credit in a wide variety of activities. Each class is designed to enhance the student's physical skills, fitness, knowledge of human movement and understanding of the role of physical activity in a healthy lifestyle. Each course encompasses a combination of instruction in technique, readings, lecture and discussion. In general, each section involves an average of two scheduled hours per week. Students may count no more than four performance course credits toward the degree. Courses with multiple sections may be repeated for credit, but individual course sections may not be repeated for credit.

901 Aquatic Activities

Beginning Swimming

A course in the development of basic swimming skills and the conquering of fear of the water. Priority will be given to establishing personal safety and enhancing skills in the water. Persons enrolling in this course will learn about the basic principles of swimming in terms of buoyancy and propulsion. The primary performance goals are survival swimming skills and comfort in the water. A person who can swim at least one length of the pool is not eligible for this course. Limited to 12 novice or nonswimmers. 1 credit

Karen Klinger, Fall 2010, Spring 2011

Offered both semesters

Advanced Beginning Swimming

This course will focus on the improvement of swimming skills. Performance goals include being able to swim all 4 strokes and the turns associated with those strokes at a level that surpasses initial performance by the end of the semester. Students are assessed at the beginning and end of the semester with the aid of video feedback. Prerequisite: ability to swim at least one length of the pool. Enrollment limited to 12. 1 credit

Craig Collins

Offered Fall 2010

Intermediate Swimming

This course will focus on improving swimming techniques in all four strokes and introducing the use of the pool as a fitness medium in preparation for swim conditioning. Enrollment limited to 18. 1 credit

Craig Collins

Offered Fall 2010

Springboard Diving

The understanding of the principles and development of diving skills necessary to perform at least 10 different dives from five categories. Enrollment limited to 8. 1 credit

Kim Bierwert

Offered both semesters

SCUBA Diving I

The use and care of equipment, physiology and techniques of SCUBA diving. Students must supply their own mask, fins, snorkel which may be purchased through the instructor. Optional NAUI certification through open water dives is available for a fee. Prereq-

uisite: satisfactory swimming skills and good health. Enrollment limited to 16. 1 credit

David Stillman

Offered both semesters

Swim Conditioning

Swimming workouts to improve physical fitness. Stroke improvement, exercise program design and a variety of aquatic training modalities will also be included. Intermediate swimming ability required. Enrollment limited to 20. 1 credit

Craig Collins

Offered Spring 2011

Aqua-Aerobics

This fun-filled class teaches the value of vertical exercise in the water while shattering the myth that it is primarily for senior citizens or people with injuries. All exercises are choreographed to music that is upbeat and motivating. Designed to have fun and educate, this class is a great way to start your day. Enrollment limited to 20. 1 credit

Craig Collins

Offered Fall 2010

905 Water Safety

Lifeguard Training

American Red Cross Certification in Lifeguard Training and Basic First Aid/AED (Automated External Defibrillator) and CPR for the Professional Rescuer. Prerequisites: 300 yard swim using crawl, breast and side strokes and retrieval of 10 lb. brick from 8 ft. depth. Enrollment limited to 10. 2 credits

Craig Collins

Offered Spring 2011

910 Badminton

The development of badminton skills, strokes and strategy. Students will learn to play singles and doubles in this fast indoor sport. Enrollment limited to 16. Course will meet first eight weeks of the semester. 1 credit

Ruth Ness and Sinead McSharry

Offered Spring 2011

910j Badminton

A repetition of 910. Enrollment limited to 16. 1 credit

Ruth Ness

Offered Interterm 2011

920 Fencing

Fencing I

The basic techniques of attack and defense, footwork, rules, equipment, strategies and techniques involved in foil fencing. A brief historical background of the tradition and origins of fencing. Enrollment limited to 16 per section. 1 credit

Jacqueline Blei

Offered both semesters

925 Golf

Golf I—Beginner

An introduction to the game of golf. Taught from “green to tee,” this course will teach the basic mechanics of the swing as well as correct club selection. The initial focus of the course will be directed to the “short game” and develop toward appropriate use of mid-, and long irons, concluding with woods/metals. Applied rules of golf and etiquette will also be addressed. Pending weather, field trip experience may be scheduled at the end of the term. Equipment is provided. Class meets first seven weeks of the fall semester. In the spring semester, class meets last six weeks. Enrollment limited to 10 per section. 1 credit

Wendy Walker, Fall 2010

Lynn Hersey, Jane Stangl, Spring 2011

Offered both semesters

930 Equitation

A series of courses in hunter seat equitation and basic dressage. Attention also given to safety, use and care of equipment, equine health and stable management. Students must attend registration session to be announced in eDigest.

All sections are to be arranged. There is a fee.

Equitation I

For students in their first semester of riding at Smith. Sections range from beginner to advanced levels on the flat and over fences. 1 credit

Suzanne Payne, Cindy Schimelpfenig, Elizabeth Jacobson, Tyler Hotchkiss

Offered both semesters

Equitation II

For students in their second semester of riding at Smith. Sections range from advanced beginner to advanced levels on the flat and over fences.

Prerequisite: Equitation I. 1 credit

Suzanne Payne, Cindy Schimelpfenig, Elizabeth Jacobson, Tyler Hotchkiss

Offered both semesters

Equitation III

For students in their third semester of riding at Smith. Low intermediate to advanced levels on the flat and over fences. Prerequisite: Equitation II. 1 credit

Suzanne Payne, Cindy Schimelpfenig, Elizabeth Jacobson, Tyler Hotchkiss

Offered both semesters

Equitation IV

For students in their fourth semester of riding at Smith. Intermediate to advanced levels on the flat and over fences. Prerequisite: Equitation III. 1 credit

Suzanne Payne, Cindy Schimelpfenig, Elizabeth Jacobson, Tyler Hotchkiss

Offered both semesters

935 Introduction to Wilderness Skills

A course designed to teach the fundamentals of outdoor travel and camping in a variety of wilderness environments. We will study many outdoor skills including backcountry camping techniques, outdoor cooking and fire making, wilderness first aid, orienteering, some classic woodcraft skills as well as trends in outdoor recreation. Although the class will focus on backpacking techniques, it will also include other seasonal activities such as paddling, snowshoeing, etc. Upon successful completion of the course students should begin to achieve sufficient outdoor skills to be comfortable and safe when traveling on wilderness trips. Students should plan for at least one overnight weekend trip. Enrollment limited to 11. 2 credits

Scott Johnson, Fall 2010

Katrina O'Brien, Spring 2011

Offered both semesters

940 Outdoor Skills

Flatwater Canoeing

An introduction to solo and tandem canoeing. Students progress from flatwater lake paddling to river running in this outdoor adventure class. Students are also taught how to take a multi-day canoe trip and learn such touring skills as map reading, portaging, planning and camp cooking. Students have the opportunity to participate in a weekend overnight trip. Class meets

the first seven weeks of the fall semester. Enrollment limited to 10. 1 credit

Katrina O'Brien

Offered Fall 2010

Whitewater Kayaking

An introduction to solo whitewater kayaking. This more adventurous class begins in the pool and pond with basic paddling skills, then progresses to local fast water rivers. Students should expect to run Class I and II rapids. Class meets the last eight weeks of the spring semester. Prerequisite: satisfactory swimming skills.

Enrollment limited to six per section. 1 credit

Scott Johnson

Offered Spring 2011

Whitewater Canoeing

An introduction to solo and tandem whitewater canoeing. This exciting class is taught on local rivers offering Class I and II rapids during the spring. Class meets the last six weeks of the semester. Prerequisite: Previous flatwater canoeing experience, plus satisfactory swimming skills. Enrollment limited to 10. 1 credit

Katrina O'Brien

Offered Spring 2011

Sea Kayaking

This course is designed to introduce recreational and sea kayaking to the novice. This class begins on the pond, then progresses to local rivers. Ocean paddling, navigation, safe exiting, equipment and paddle techniques are covered. Students are required to participate in a weekend overnight trip to the coast. Student comfort in water recommended. Enrollment limited to 10. Course will meet the first seven weeks of the fall semester. 1 credit

Jennifer Good-Schiff

Offered Fall 2010

Rock Climbing I

This course is designed to introduce the fundamentals of rock climbing to the beginner. It will emphasize smooth climbing technique as well as familiarity with the equipment, various knots, belaying and rappelling. Basic top-rope anchor building will also be covered.

Safety issues will also be a strong emphasis in this course. The majority of class time will take place on the Ainsworth Gym Climbing Wall, but will also include two off-campus trips. Enrollment limited to 12. 1 credit

Scott Johnson

Offered both semesters

Rock Climbing II

This course will review the fundamentals of rock climbing, then introduce more advanced skills with a greater emphasis on gaining proficiency with outdoor climbing techniques and top-rope anchor building. Safety issues will remain a strong emphasis in this course.

The majority of class time will take place off-campus at nearby cliffs. Prerequisite: Rock Climbing I or permission of the instructor. Class meets for the last six weeks of the spring semester. Enrollment limited to 8. 1 credit

Scott Johnson

Offered Spring 2011

Outdoor Adventure Sampler

This exciting course is an opportunity to experience the many activities that make up the world of Outdoor Adventure. While visiting many of our local natural areas, students may be introduced to rock climbing, kayaking, canoeing, mountain biking, orienteering and backcountry travel. Class meets the first eight weeks of the fall semester. Enrollment limited to 10. 1 credit

Katrina O'Brien

Offered in the Fall 2010

945 Physical Conditioning

Aerobics

Exercise to music. Various exercise styles will be introduced. This class will also cover basic exercise principles, injury prevention, and the fundamentals of exercise program design. The goal of this course is to enable students to enter any group fitness setting with confidence. Enrollment limited to 35. 1 credit

Rosalie Peri

Offered both semesters

Kickboxing I

This class is recommended for both the curious beginner and the experienced kickboxer. It incorporates martial art forms, a variety of strength/fitness drills, as well as standard boxing techniques. Students start by learning proper form of the basic techniques before progressing to more complicated combinations. Enrollment limited to 20 per section. 1 credit

Judy Messer

Offered both semesters

Kickboxing II

This class kicks up the fighting skills and conditioning level from Kickboxing I. Each class will include group,

partner and individual training consisting of but not limited to short group cardio workouts, jumping rope, medicine balls, weights, fitness balls, floor mat work, striking mitts, striking paddles and heavy bag training. Prerequisite: Each student must have completed the Kickboxing I class or has completed another Kickboxing Course that is instructor approved. Good health is a must. Participating student will be challenged at a high fitness level. Enrollment limited to 18. 1 credit

Judy Messer

Offered Spring 2011

Self-Paced Fitness

An introduction to the principles and methods of training to improve and maintain fitness. Each student designs and follows an individualized conditioning program. Programs are tailored to the needs of the student. Each individual is monitored throughout the semester and students are expected to do most of their exercise out of class. Enrollment limited to 20. 1 credit

Ben Raphelson

Offered both semesters

Physical Conditioning

A course designed to teach the basics of functional fitness. Aerobic and anaerobic exercises are emphasized. Students learn the fundamentals of exercise training. Strong emphasis is placed on multiple forms of exercise and how to design an individualized exercise program. Students are expected to exercise outside of class. Enrollment limited to 14. 1 credit

Ruth Ness, Sinead McSharry, Jessica Chitwood, Lillian Hallock, Fall 2010

Jessica Chitwood, Ben Raphelson, Spring 2011

Offered both semesters

945j Physical Conditioning

A repetition of 945. 1 credit

Jessica Chitwood

Offered during Interterm 2011

360 Degree Fitness

A vigorous fitness course designed for students interested in high level training. Individual assessments are made to assess aerobic and anaerobic power. We will assess VO2 max, lactate threshold, power, speed and agility. Individualized training programs will be developed and administered. Class meets first nine weeks of the semester. Enrollment limited to 12. 1 credit

Jaime Ginsberg

Offered Spring 2011

Strength Training

This course introduces students to multiple methods of resistance training. There is a strong emphasis on understanding anatomical structure and how to stress and train specific parts of the body. Students will participate in a structured, periodized, resistance training program designed to improve body function. This class meets the first nine weeks of the semester. Class limited to 14. 1 credit

Lillian Hallock, Carla Coffey

Offered Fall 2010

Pilates Mat Training I

A course designed to teach the mat exercises of Joseph Pilates. These exercises are designed to increase core strength, increase joint mobility and stability, and increase muscle tone and flexibility. By the end of this course the student will be able to develop and maintain their own Pilate's matwork program. Enrollment limited to 25. 1 credit

Rosalie Peri, Jean Hoffman

Offered both semesters

Pilates Mat Training II

A course designed to teach intermediate to advanced mat exercises developed by Joseph Pilates. This course will explore the history of Pilates, the benefits of Joseph Pilates Matwork and the six main Pilates principles. Prerequisite: Pilates Mat Training I or permission of the instructor. Enrollment limited to 25. 1 credit

Rosalie Peri

Offered Spring 2011

Field Sport Fitness

Field Sport Fitness will combine aspects of a variety of field sport training techniques designed to enhance fitness and skill in field sports. This class involves athletic conditioning using sport specific training in field hockey, lacrosse, soccer, ultimate Frisbee and flag football. This class will be held on Smith's new turf field. First eight weeks of the fall semester. Enrollment limited to 20. 1 credit

Jaime Ginsberg, Ruth Ness

Offered Fall 2010

950 Sculling

An introduction to sculling techniques. A variety of boats are utilized to teach this great lifetime sport including singles and doubles. Classes will be taught on Paradise Pond and the Connecticut River. In the spring semester, class meets last six weeks. Prerequisite: satis-

factory swimming skills. Enrollment limited to eight per section. 1 credit

Jessica Chitwood

Offered Spring 2011

955 Self Defense

Self Defense I

This course offers strategies for personal safety and confident communication skills. Nonverbal, verbal and physical techniques will be emphasized. Enrollment limited to 20. 1 credit

Nancy Rotenberg

Offered both semesters

Kung Fu

Indonesian kung-fu is a traditional martial art that offers students physical fitness, coordination, increased focus, energy and awareness, self-discipline and personal growth. This course includes meditation, breath and energy awareness, physical conditioning, stretching, self-defense, choreographed sparring combinations and forms. Enrollment limited to 20. 1 credit

Nancy Rotenberg

Offered both semesters

960 Squash

Squash I

Instructions in basic strokes, rules, tactics and strategy designed to allow the student to progress to a USSRA level 2.0 to 2.5 (Beginner). Enrollment limited to 10. 1 credit

Judith Strong, Fall 2010

Judith Strong, Sinead McSharry, Spring 2011

Offered both semesters

962 Introduction to Racquet Sports

Racquet sports are consistently rated the highest among all sports in terms of fitness, health, wellness and social interaction, especially over the course of the lifespan. This course will introduce students to the principles that are applicable to all racquet sports. Content will include the following areas: tennis, badminton, British racketball, table tennis and squash. Enrollment limited to 10. 1 credit

Tim Bacon, Sinead McSharry

Offered Fall 2010

965 Tai Chi

Tai Chi I

An introduction to the Chinese martial art that was developed over 300 years ago. Emphasis will be on learning and understanding the unique movements of Chen Taijiquan, proper practice for health and self-defense applications. No prerequisites. Enrollment limited to 20 per section. 1 credit

Richard Cesario

Offered both semesters

Ba Gua Zhang

Eight Trigram Palm is a traditional Chinese martial art once used by the Emperor's Imperial Guard. Its theory is based on the *I Ching* (Book of Changes) and the eight surrounding trigrams. As a martial art, Ba Gua Zhang incorporates a number of training methods, making it a challenging and effective practice in terms of self-defense and health building. This course will teach strengthening postures, strike sequences, turning the circle and forms which are the four pillars of this unique martial art. Enrollment limited to 20. 1 credit

Richard Cesario

Offered Spring 2011

970 Tennis

Tennis I—Beginning

Students will be introduced to the basic strokes of tennis (forehand, backhand, volleys, serves). Singles and doubles play and basic positioning will be presented. Tennis rules and etiquette will be included in the curriculum. Enrollment limited to 16 per section. 1 credit

Katlin Okamoto, Samantha Allen, Fall 2010

Samantha Allen, Spring 2011

Offered both semesters

Tennis II—Advanced Beginning

Students must have a working knowledge of the four basic tennis strokes (forehand, backhand, volleys, serves). The format for Tennis II is a "play and learn" environment. There will be emphasis on positioning and basic strategies for singles and doubles. Lobs and overheads will be introduced. In addition, tennis drills will be presented to help students refine and practice the four basic strokes. Prerequisite: Tennis I or permission of the instructor. Enrollment limited to 16 per section. 1 credit

Christine Davis, Samantha Allen

Offered both semesters

975 Yoga

Yoga I

An introduction to basic hatha yoga poses, breath techniques, meditation and yoga philosophy. Designed to help students reduce stress, improve strength and flexibility and enjoy the mind/body connection. Enrollment limited to 26 per section. 1 credit

Elizabeth Thompson, Lynne Paterson, Jo Schneiderman, Fall 2010

Elizabeth Thompson, Lynne Paterson, Jo Schneiderman, Spring 2011

Offered both semesters

Yoga II

Continuing level of Anusara Yoga will include a refinement of postures, breath and meditation techniques. Introduction of intermediate postures with emphasis on standing poses, backbends, inversions and arm balances, will provide a vehicle for deeper exploration of yoga practice and philosophy. Prerequisite: Yoga I. Enrollment limited to 26. 1 credit

Lynne Paterson

Offered Spring 2011

Riding

In addition to riding classes for credit, noncredit riding instruction and participation in competitive riding are available at Smith College. A fee is charged for these courses, payable at registration each semester. Further information may be obtained from Suzanne Payne, director of riding/team coach, extension 2734.

The Minor in Exercise and Sport Studies

Advisers: Barbara Brehm-Curtis, James H. Johnson

The Department of Exercise and Sport Studies minor is designed to provide students with a comprehensive introduction to exercise and sport studies. This course of study would be useful for students with an interest in exercise and sport and for those considering graduate study and/or a career in exercise science; community, worksite or other fitness programs; and the health sciences such as physical therapy and medicine. Students interested in coaching receive certification.

Requirements: Six four-credit courses including 100 and either 210 or 215. The other courses (16 credits) may be selected from ESS departmental offerings. In addition, one appropriate course from another department may be substituted with the adviser's permission. A maximum of four performance course credits may be counted toward the minor. Course selection for the minor must be approved by a faculty adviser.

Areas of Emphasis and Course Recommendations

Students may wish to follow one of the following specific areas of emphasis:

Coaching/Education

ESS 100, 107, 110, 215, 220, 225 & EDC 336

Exercise Science

ESS 100, 107, 150, 210, 215, 220, 400

Health

ESS 100, 107, 130, 140, 150, 340 & IDP 208

Sociocultural Perspectives

ESS 100, 130, 140, 200, 215, 220, 225, 230, 340

Graduate

M.S. in Exercise and Sport Studies

Adviser: Jane Stangl

Requirements: The master's degree in exercise and sport studies is a 51-credit program that is tracked over the course of two years. Candidates receive theoretical and applied practice in coaching through 12 credits of a practicum experience by serving as an assistant coach to an intercollegiate team.

502 Philosophy and Ethics

This course will introduce selected topics in ethics and philosophy of sport as they relate to coaching and the broader conception of sport in a democratic and capitalist culture. Drawing on case studies and contemporary sources, the course will examine beliefs about the value of competitive sport, its relationship to higher education and its implication for coaches. 2 credits

Jane Stangl

Offered Fall 2010

503 Legal Issues in Sport

Legal concepts in the context of sport. Selected legal issues as they relate to coaching including topics such

as negligence, contract law, statutory and constitutional law, and defamation and risk analysis/management will be examined. Appropriate case studies and related contemporary sources will provide the platform for discussion. 2 credits

Linda Carpenter

Offered Fall 2010

505d Practical Foundations of Coaching

Assisting in the coaching of an intercollegiate team. Weekly conferences on team management, coach responsibilities and coaching aids. 6 credits

Jacqueline Blei, Bonnie May

Full-year course; Offered each year

506d Advanced Practicum in Coaching

Independent coaching and the study of advanced coaching tactics and strategy in a specific sport. Prerequisite: 505d. 6 credits

Jacqueline Blei, Bonnie May

Full-year course; Offered each year

507 Critical Thinking and Research in Coaching

A colloquium on current research in coaching. Graduate students, ESS faculty and the coaching staff of the athletic department will meet to discuss and share work in progress as well as analyze coaching experiences and problems. May be repeated for credit. 1 credit

Jane Stangl

Offered Fall 2010

515 Physiology of Exercise and Sport

An advanced course in the energetics of participation in various sports. The emphasis in this course is the application of exercise physiology to sport. Students study bioenergetics, exercise fuels, training, environmental concerns and overtraining. A major emphasis is the development of an annual training plan for athletes. **(N)** 4 credits

James Johnson

Offered Spring 2011

520 Seminar in Sport Leadership for Coaches

This course provides the opportunity to explore the dynamic world of sports leadership through a national and international lens. Students will be exposed to alternative perspectives of leadership including some contemporary collaborative models. Students will build a personal model and philosophy of leadership that they

can put to immediate use in their coaching. (E) 2 credits

Tim Bacon

Offered Spring 2011

550 Women in Sport

A course documenting the role of women in sport as parallel and complementary to women's place in society. Contemporary trends will be linked to historical and sociological antecedents. Focus is on historical, contemporary and future perspectives and issues in women's sport. Offered in alternate years. **(S)** 4 credits

Christine Shelton

Offered Spring 2011

565 Seminar in Skill Acquisition and Performance

Survey of topics relevant to skill acquisition and performance, including detailed analysis of perceptual, decision-making and effector processes. Independent research required. **(N)** 4 credits

Robert Rausch, Christine Shelton and Lynn Oberbillig

Offered Fall 2010

575 Sports Medicine: Concepts in Care and Prevention of Athletic Injury

Theory and practice of sports medicine with emphasis on injury prevention, protection and rehabilitation. Prerequisite: 210 or the equivalent. Enrollment is limited. **(N)** 2 credits

Kelli Steele and James Johnson

Offered Fall 2010

580 Special Studies

Coaching issues, exercise science and sociocultural aspects of sport or other approved topics. Hours scheduled individually. Optional for graduate students. 1 to 4 credits

Members of the department

Offered both semesters

590 Thesis

Optional for graduate students.
4 credits

Offered both semesters

590d Thesis

Optional for graduate students.
2 or 4 credits per semester
Full-year course

Film Studies

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Associate Professor

Alexandra Keller, Ph.D., *Director*

Assistant Professor

Bernadine Mellis (Five College Visiting Artist in Film Studies)

Lecturer

Lucretia Knapp, M.F.A.

Advisers

^{\$2} Anna Botta, Professor of Italian Language and Literature

Dawn Fulton, Associate Professor of French Studies

Jefferson Hunter, Professor of English Language and Literature

Alexandra Keller, Associate Professor of Film Studies

^{*1} Barbara Kellum, Professor of Art

Daniel Kramer, Assistant Professor of Theatre

^{**1} Richard Millington, Professor of English Language and Literature

Fraser Stables, Assistant Professor of Art

Frazer Ward, Associate Professor of Art

^{*1} Joel Westerdale, Assistant Professor of German Studies

200 Introduction to Film Studies

This course offers an overview of cinema as an artistic, industrial, ideological and social force. Students will become familiar with the aesthetic elements of cinema (visual style, editing, cinematography, sound, performance, narration and formal structure, etc.), the terminology of film production, and the relations among industrial, ideological, artistic and social issues. Films (both classic and contemporary, mainstream and experimental) will be discussed from aesthetic, historical and social perspectives, enabling students to approach films as informed and critical viewers.

Enrollment limited to 60. Priority given to Smith College film studies minors and Five College film studies majors. **[A]** 4 credits

Alexandra Keller

Offered Fall 2010

241 Genre/Period

Topic: Screwball Comedy

Classic screwball comedies were produced in a ten-year period, from Capra's *It Happened One Night* (1934) to Sturges's *Miracle at Morgan's Creek* (1944). The class will screen 20 films from these years, although

it will include a few later films: Wilder's *Some Like It Hot* (1959), Mann's *Lover Come Back* (1962) and the Coen Brothers' *Intolerable Cruelty* (2003). We will examine the genre in its historical context and examine elements of the system—studios, writers, producers, clothes and set designers, actors—that produced this astonishingly witty and short-lived film genre. (E)

[A] 4 credits

Margaret Bruzelius

Offered Fall 2010

245 British Film and Television

A survey of the British cinema from the thirties to the present day, with some attention to literary parallels and literary adaptations and with a look at recent television drama. Works by Alfred Hitchcock, the documentarists Humphrey Jennings and Michael Apted, "the Archers" (Michael Powell and Emeric Pressburger), Mike Leigh, Tony Richardson, the Boulting brothers, Carol Reed, Mike Hodges; Ealing comedy and *Monty Python's Flying Circus*; film by and about multicultural Britain; the "heritage cinema" of Ismail Merchant and James Ivory; versions of Shakespeare; Alan Bennett's spy thriller *A Question of Attribution* and Dennis Potter's gangster miniseries *The Singing*

Detective. Collateral readings in George Orwell, John Buchan and Graham Greene. Prerequisite: a college course in English literature or in film or permission of the instructor. **[L/A]** 4 credits

Jefferson Hunter

Offered Spring 2011

FLS 252/CLT 252 Bite Me: The Cultural and Critical Uses of the Vampire

This course addresses vampire beliefs and their proliferation in cultural forms since the first legends of the undead in Europe and in cultures around the world. What have vampires been made to signify? Starting with early vampire myths and recent anthropological interpretations, we will move historically and thematically through a range of works, considering how vampires have been shaped as carriers of history and genealogy, symptoms of religious and class anxiety, central figures of postcolonial critique, polymorphous sexual identity and addiction and challengers to prevailing ideologies of gender and sexuality, HIV/AIDS, and immigration as cultural invasion. Theoretical and critical readings will be central. Prerequisite: a college-level course in literature or film studies. **[L/A]** 4 credits

Ann Jones and Alexandra Keller

Offered Spring 2011

280 Introduction to Video Production

This course involves both an introduction to the history and contemporary practice of experimental video and video art, as well as the acquisition of conceptual and technical skills to complete inspired individual video projects. Students will be engaged in screenings, readings and discussion, class exercises and produce three to four (short) individual video projects. Each project will involve the construction of a concept/narrative and its manifestation in the video medium (set, actors, camera, sound, editing). Projects are designed so students learn to develop the content of their work and foundational proficiency in the use of a video camera and digital video editing. Prerequisite: FLS 200 (which may be taken concurrently). Priority given to Smith College film studies minors and Five College film studies majors. Permission of the instructor required. Enrollment limited to 13. **[A]** 4 credits

Lucretia Knapp

Offered Spring 2011

282 Advanced Video Seminar

Topic: Documentary Production Workshop. We will take skills and insights gained in introductory video and documentary courses and develop them over the length of the semester through the creation of one short documentary project. We will learn by doing as well as by watching documentaries, researching and reading. We will explore the ethical questions and ambivalences inherent in this medium, seeking complex answers to difficult questions about representation and the often blurry lines between fiction and nonfiction. We will watch documentaries each week, films that introduce us to new ideas and information both in their content and in their form. Prerequisites: FLS 200 or equivalent. Priority given to Smith College film studies minors and Five College film studies majors. Permission of the instructor required. Enrollment limited to 10. **[A]** 4 credits

Bernadine Mellis

Offered Fall 2010

351 Film Theory

This seminar will explore central currents in film theory, including formalist, realist, auteurist, structuralist, psychoanalytic, feminist, poststructuralist theories and genre, queer and cultural studies approaches to questions regarding the nature, function and possibilities of cinema. We will understand film theory readings through the socio-cultural context in which they were and are developed. We will also be particularly attentive to the history of film theory: how theories exist in conversation with each other, as well as how other intellectual and cultural theories influence the development, nature and mission of theories of the moving image. We will emphasize written texts (Bazin, Eisenstein, Kracauer, Vertov, Metz, Mulvey, DeLauretis, Doty, Hall, *Cabiers du Cinema*, the *Dogme Collective*, etc.), but will also look at instantiations of film theory that are themselves acts of cinema (*Man with a Movie Camera*, *Rock Hudson's Home Movies*, *The Meeting of Two Queens*). The course is designed as an advanced introduction and assumes no prior exposure to film theory. Fulfills film theory requirement for the major and minor. Enrollment limited to 12. Prerequisite: FLS 200 or the equivalent. Priority given to Smith College film studies minors and Five College film studies majors. Priority given to seniors, then juniors. **[A]** 4 credits

Alexandra Keller

Offered Spring 2011

400 Special Studies

1–4 credits

Offered both semesters each year

Crosslisted Courses

EAS 214 Korean Film and Cinema*Topic: Extreme Emotions*

Jina Kim

Offered Fall 2010

FRN 244 French Cinema*Topic: On the Move: Restlessness in French Cinema*

Martine Gantrel-Ford

Offered Fall 2010

FYS 185 Style Matters: The Power of the Aesthetic in Italian Cinema

Anna Botta

Offered Fall 2011

POR 381 Seminar in Portuguese and Brazilian Studies*Topic: Multiple Lenses of Marginality: New Brazilian Filmmaking by Women*

Marguerite Itamar Harrison

Offered Spring 2011

SPN 245 Topics in Latin America and Peninsular Studies*Topic: Teledictadura: Historical Narrative in Spanish TV*

Reyes Lázaro

Offered Fall 2010

SPN 245 Topics in Latin America and Peninsular Studies*Topic: Latin American Film Today: Global Visions, Local Expressions*

Maria H. Rueda

Offered Fall 2010

SPN 373 Literary Movements in Spanish America*Topic: Literature, Film and the Transnational Imagination in Latin America*

Maria H. Rueda

Offered Spring 2011

Five College Film Studies Major

The Five College film studies major is in film studies as opposed to film production. While the film faculty believes that all students should be familiar with film and video production, the major is not designed to train students to enter the film industry without further training. As with all liberal arts majors, film is studied in relation to all the arts, humanities and social sciences, and can lead to careers in teaching, arts administration, Web design or freelance work in non-industry venues. The major comprises ten courses, one of which may be a component course. (A core course is one in which film is the primary object of study; a component course is one in which film is significant but not the focus of the course.) Of these ten courses, at least two (but no more than five) must be taken outside the home institution. In addition, each student must have an adviser on the home campus and the requirements for the major may vary slightly from campus to campus.

Program of Study:

1. One introduction to film course (normally taken on the home campus)
2. One film history course (either a general, one-semester survey or a course covering approximately fifty years of international film history)
3. One film theory course
4. One film genre or authorship course (generally on a single director or group of directors)
5. One national or transnational cinema course
6. One special topics course (may be a component course)
7. One advanced seminar in a special topic
8. One film, video or digital production course or a screenwriting course; but no more than two such courses may be counted toward the major.
9. Two electives from any of the above categories

A thesis is optional; students should check with their home campus adviser.

In the course of fulfilling the program of study, at least one course must focus on nonnarrative film (documentary or experimental) and at least four courses

should be at the advanced level. Courses can fit into more than one category, but a single course may not be used to satisfy two of the numbered requirements above.

The Minor

Advisers: Anna Botta, Dawn Fulton, Jefferson Hunter, Alexandra Keller, Barbara Kellum, Daniel Kramer, Richard Millington, Fraser Stables, Frazer Ward, Joel Westerdale

The Film Studies Program provides the opportunity for in-depth study of the history, theory and criticism of film and other forms of the moving image. Our goal is to expose students to a range of cinematic works, styles and movements and to help them understand the medium's significance as an art form, as a technology, as a means of cultural and political expression and as symptomatic of social ideologies.

Requirements: Six semester courses to be taken at Smith or, by permission of the director, elsewhere among the Five College institutions.

Required courses:

FLS 200 Introduction to Film Studies
FLS 351 Film Theory

Electives:

ENG 120 Colloquia in Literature:
Shakespeare and Film
FLS 240 Film and Music
FLS 241 Genre/Period
FLS 245 British Film and Television
FLS 280 Introduction to Video Production
FLS 282 Advanced Video Seminar
FLS 350 Questions of Cinema
FRN 244 French Cinema
FYS 127 Adaptation
FYS 146 Contemporary Theatre and Film in China
GER 230 German Cinema
ITL 342 Italian Cinema
SPN 245 Topics in Latin American and Peninsular Studies
Topic: Latin American Film as Visual Narrative

SPN 246 Topics in Latin American Literature
Topic: Rinterpreting Magical Realism in Literature and Film
SPN 246 Topics in Latin American Literature
Topic: Negotiating the Borderlands: Text Film, Music
THE 318 Movements in Design: Production Design for Feature Films

Smith College Advisers

Anna Botta, Professor of Italian Language and Literature
Dawn Fulton, Associate Professor of French Studies
Jefferson Hunter, Professor of English Language and Literature
Alexandra Keller, Associate Professor of Film Studies, Director
Barbara Kellum, Professor of Art
Daniel Kramer, Assistant Professor of Theatre
Richard Millington, Professor of English Language and Literature
Fraser Stables, Assistant Professor of Art
Frazer Ward, Associate Professor of Art
Joel Westerdale, Assistant Professor of German Studies

Honors

Director: Alexandra Keller

430d Honors Project

A thesis on a film studies topic or a creative project.
8 credits

Members of the department

Full-year course; offered every year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

First-Year Seminars

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Susan M. Etheredge, Associate Professor of Education and Child Study, *Director*

First-Year Seminars (FYS) are inter- or multidisciplinary courses that enable faculty and first-year students to engage in extensive inquiry about an issue, topic or problem that is of special interest to the instructor(s). First-Year Seminars are focused on the seminar-style of investigation; they are not survey courses or introductions to a specific discipline. They afford the faculty and students an opportunity to explore a subject broadly and intensively.

First-Year Seminars are voluntary, but we encourage students to enroll in them since they aim to give new students a unique introduction to college-level learning. First-Year Seminars are small in size (16 students, 20 if team-taught) and are restricted to first-year students. They incorporate training in the use of intellectual capacities that form the foundation of a successful liberal arts education. These capacities include some or all of the following: writing, speaking, library research, accessing databases, working in small groups, quantitative reasoning and critical thinking. First-Year Seminars are also effective in showing students how to integrate student support services into their academic pursuits.

FYS 103 Geology in the Field

Clues to over 500 million years of earth history can be found in rocks and sediments near Smith College. Students in this course will attempt to decipher this history by careful examination of field evidence. Class meetings will take place principally outdoors at interesting geological localities around the Connecticut Valley. Participants will prepare regular reports based on their observations and reading, building to a final paper on the geologic history of the area. The course normally includes a weekend field trip to Cape Cod. Enrollment limited to 17 first-year students. WI **[N]** 4 credits

John Brady (Geosciences)

Offered Fall 2010

FYS 113 Meanings and Values in the World of Work

This course examines diverse issues regarding work: What significance does work have in our lives? How does it vary across communities, classes and professions? How is it related to individual and group identity? How is it related to family life and individual well-being? What makes work desirable or undesirable, and meaningful or meaningless? What rights, interests and obligations does or should it involve? Is there a right or obligation to work? How should various opportunities, benefits, and burdens associated with work be distributed? How are work and education related? How should work be organized and controlled? What forms of cooperation and conflict exist in work? How are notions of play and leisure related to work? Enrollment limited to 16 first-year students. (E) WI **[S]** 4 credits

Ernest Alleva (Philosophy)

Offered Fall 2010

FYS 114 Turning Points

How have women (and some men) in the Americas understood defining moments in life? We will read fictional and autobiographical narratives and view films and documentaries that seek to understand different kinds of turning points: coming of age, coming out, coming to freedom, coming to consciousness. We will consider turning points in history (migrations, internment, war) as well as personal turning points (falling in love, leaving home, resisting oppression) and ask how history and memory, the political and the personal define each other. We will ask how these stories can help us understand and tell stories about turning points in our times and lives? Enrollment limited to 16 first-year students. Counts toward the study of women and gender major. WI **[L]** 4 credits

Susan Van Dyne (Study of Women and Gender)

Offered Fall 2010

FYS 118 The Groves of Academe

A study of short stories, novels, memoirs and films that describe and interpret the postsecondary academic experience of the 20th century. Many of the selections are set at Smith. By reading about the real and fictional experiences of others, students may come to understand their own. In addition to some serious analytical essays, students will make presentations (alone and with others) on the works in the Smith archives and the issues under consideration. Enrollment limited to 16 first-year students. WI **[L]** 4 credits

Patricia Skarda (English Language and Literature)
Offered Fall 2010

FYS 124 African-American Folk Culture

"Who are the folk?" and "What is culture?" This course will provide students with an opportunity to discover the multiple answers to these questions in the process of exploring African-American nonelite cultural expressions; through an investigation of folk art, music, dance, theatre, literature, humor, material culture and religious belief systems, for example. Particular attention will be given to the role of folklore in the perception and transmission of shared values, beliefs and attitudes among Americans of African descent. Students will be introduced to the role of ethnographic fieldwork and the collection of folklore through an analysis of selected publications of anthropologist and literary figure Zora Neale Hurston. Through in-depth discussion and analysis of assigned readings and the development of individual and/or group research projects, students will gain a greater understanding of anthropological fieldwork and ethnographic writing, the dynamics of culture(s) in general, and of African-American nonelite cultures in particular. Enrollment limited to 16 first-year students. WI 4 credits

Adrianne Andrews (Anthropology)
Offered Fall 2010

FYS 130 Lions: Science and Science Fiction

This seminar will explore lions from many perspectives. We will look at how lions are viewed by artists, scientists, science fiction writers, directors of documentary films and movie producers. We will also compare different kinds of science fiction and different kinds of mammals, exploring the science of fiction and the fiction of science. Readings will be by O.S. Card, C.J. Cherryh, J. Crowley, G. Schallar and others. Enrollment

limited to 16 first-year students. WI, Quantitative Skills, **[N]** 4 credits

Virginia Hayssen (Biological Sciences)
Offered Fall 2010

FYS 140 Literature and Medicine

How do stories heal? What can we learn about medicine from stories, novels, poems, plays and case studies? How important are metaphors, framing, time, characterization and motivation? Comparing narratives from different cultures, students will also compose their own stories. The course also introduces broader issues in the medical humanities, such as medical ethics, healthcare disparities and cross-cultural communication. Works (available in translation) from China, Taiwan, France, Russia and North and Latin America. Enrollment limited to 16 first-year students. WI **[L]** 4 credits

Sabina Knight (Comparative Literature)
Offered Fall 2010

FYS 142/144 Reacting to the Past

Reacting to the Past is an interdepartmental, first-year seminar based on historical role-playing. In it students enact moments of high drama from the distant and not-so-distant past, and from cultures strange and engrossing. The seminar consists of two or three competitive games, with subjects varying depending on the section. These games include "The Threshold of Democracy: Athens in 403 B.C."; "Confucianism and the Succession Crisis of the Wanli Emperor"; "The Trial of Anne Hutchinson"; "Henry VIII and the Reformation Parliament"; "Rousseau, Burke, and the Revolution in France, 1791"; "The Trial of Galileo"; "Kansas 1999, Evolution and Creationism"; and "Defining a Nation: Gandhi and the Indian Subcontinent on the Eve of Independence, 1945." In the "Athens" game, for example, students constitute themselves as the Athenian Assembly after the Peloponnesian War; assigned roles corresponding to the factions of the day, they quarrel about such issues as the democratic character of the regime, the resumption of an imperial foreign policy, the fate of Socrates, etc. In the "Wanli" game they are the Hanlin Academy of 16th century China, where a succession struggle inside the Ming dynasty is underway. In the "Hutchinson" game they are the General Court of Massachusetts, conducting the trial of Anne Hutchinson, accused of heresy. Similarly in the other games, students are members of a court of law or legislative

body. Class sessions are run by students; the instructor sets up the games and functions as an adviser. Students work in groups, debate issues, negotiate agreements, cast votes, and strive to achieve the group's objectives. Some students take on individual roles, such as Thomas More in the "Henry VIII" game, Lafayette in the "French Revolution" game or Mahatma Gandhi in the "India" game. Course materials include game rules, historical readings, detailed role assignments and classic texts (e.g., Plato's *Republic*, the *Analects* of Confucius, Machiavelli's *The Prince*, Rousseau's *Social Contract*). Papers are all game- and role-specific; there are no exams. To see a video of this class go to: <http://www.youtube.com/watch?v=IUqSnPHQoUQWI>. **{H}** 4 credits
Sections:

Section: *Daniel Gardner (History)*; enrollment limited to 16 first-year students

Section: *William Oram* (English Language and Literature); enrollment limited to 24 first-year students

Offered Fall 2010

FYS 148 African American Migration Narratives

Did you know that migration experiences are at the core of almost every major historical occurrence for African Americans? Focusing on migration (whether coerced or self-initiated) allows us to consider how black people empower themselves and remake their worlds, shaping cultures and identities. Among the topics for examination will be the transatlantic and domestic slave trades, fugitivity, the Great Migration from the South, the post-Civil Rights era "reverse migration" to the South, reverse migrations to the African continent, and more recent immigrations to the U.S. by Caribbean peoples. We will use poetry, novels, history and journalistic accounts, as well narrative and documentary films to ask how these stories help us understand the intricacies of this rich history. Students will participate in class discussion and give a short oral presentation, conduct online and library research, and write frequent analytical papers focusing on literary criticism. Enrollment limited to 16 first-year students. WI **{L}** 4 credits

Daphne Lamothe (Afro-American Studies)

Offered Fall 2010

FYS 149 An Even Playing Field? Women, Sport and Equity

This first-year seminar offers a survey of women's past and present involvement with sport and physical

activity. What are the issues and debates surrounding gender in sport? How has the interpretation of Title IX supported and hindered full access to participation and leadership in sport for girls and women? This course is intended to help develop and foster critical thinking skills, to learn and understand the historical and social context underlying the current state of women's participation in sport. Field trips to local sporting events and venues will be part of this seminar. Enrollment limited to 16 first-year students. WI 4 credits

Christine Shelton

Offered Spring 2011

FYS 152 The Voice of the Courtesan and Lover

This is a seminar about opera and writing about opera. We will hear and see some celebrated operatic masterpieces and read the stories that inspired them. We will discuss the issues that arise when words are adapted to notes and discover what others have said about that process. Using a guide to writing such as *The Elements of Style*, you will compose and revise a series of short papers dealing with your own reactions to our listening, reading and discussion. The musical fare will include Verdi's *La Traviata*, Bizet's *Carmen* and other works by Berlioz, Wagner and Massenet. Texts will include a play by Shakespeare (*Romeo and Juliet*), a novel by Goethe (*The Sorrows of Young Werther*) and a short story by Thomas Mann (*The Blood of the Walsungs*). Enrollment limited to 15 first-year students. WI **{A}** 4 credits
Peter Bloom (Music)

Offered Fall 2010

FYS 155 Celtic Worlds

A reading in translation of classical authors on the ancient Celts, as well as the imaginative literature of medieval Wales and Ireland. We will explore the unique religion of this archaic people, their conceptions of this and the Otherworld; their cult of the Great Mother and other divinities; their celebration of beauty, art, music, sexuality and violence; the role of druids and "sovereignty goddesses" in the education of charismatic chieftains and their "warriors with horses"; the lives of Celtic saints, like Patrick, their miracles and devotion; and the beginnings of Arthurian romance in the Breton lais of Marie de France. This course counts toward the English major. Enrollment limited to 16 first-year students. WI **{L}** 4 credits

Craig R. Davis (English Language and Literature)

Offered Fall 2010

FYS 157 Literature and Science: Models of Time and Space

Though science and art are often presented as mutually exclusive fields of knowledge, scientific and literary discourses cross in many ways. We'll read across the conventional boundaries of literary and scientific discourse, focusing on texts by scientists, fiction writers and playwrights that present new models of time and space. Texts may include work by scientists such as Lyell, Darwin, Einstein and Heisenberg, as well as by such writers of fiction and drama as Wells, Vonnegut, Stoppard, Brecht and McEwan. Key terms: deep time, time travel, multiple or parallel universes, deep space, wormholes, entropy. Enrollment limited to 16 first-year students. WI **(L)** 4 credits

Luc Gilleman (English Language and Literature)
Offered Fall 2010

FYS 158 Reading the Earth

This course focuses on close observation of the natural world, practiced on the Smith campus and in the Connecticut River Valley. About half our time will be given to field trips and independent exploration, to noticing and recording what we see, to asking questions about how and why we see; and the rest of our time, to the work of previous observers such as Darwin, Thoreau, Aldo Leopold, Barry Lopez and Edward Abbey. Students will keep journals, present their observations in a variety of forms, and prepare a final project that may involve other media besides the written word and engage other periods besides the present. Enrollment limited to 16 first-year students. WI **(L)** 4 credits
Sharon Seelig (English Language and Literature)
Offered Fall 2010

FYS 159 What's in a Recipe?

What stories do recipes tell? What cultural and familial information is embedded in a recipe? Who wrote the recipe? Why? How does it reflect her (or his) life and times? What do we learn about the geography, history and political economy of a location through recipes? Are recipes a way for an underrepresented group to tell its story? Does a recipe bolster or undermine national cooking? This seminar will look at recipes and cookbooks from the Spanish-speaking world (in English) and theories of recipes from a variety of different sources. Our reading will inform our writing as we try to establish such connections as the politics of chocolate, olive oil cooperatives, avocado farms, the traveling

tomato, potatoes, and the cultural milieu from which each recipe emerged. Knowledge of Spanish is useful but not required. Enrollment limited to 16 first-year students. WI **(L)** 4 credits

Nancy Saporta Sternbach (Spanish and Portuguese)
Offered Fall 2010

FYS 160 The End of the World as We Know It: The Post-Apocalyptic Novel

We will be exploring a wide range of literary scenarios that depict the collapse of civilization in the wake of plague-like disease and/or nuclear war. The motif of the post-Apocalyptic novel has become common, yet its roots go back as far (and farther than) Jack London's *The Scarlet Plague* and Mary Shelley's *The Last Man*. In the works we will be examining, we will witness the attempts of the few survivors of catastrophe to create a new world, or merely to live in a world in which the past casts a vast shadow over the present. The society that comes forth from these worlds can be anarchic, dystopic, utopian or a combination of these. Some works we will explore include *Alas, Babylon*; *On the Beach*; *Riddley Walker*; *The Postman*; *A Canticle for Leibowitz*; *The Chrysalids*; *The Road*; and others. Film adaptations will be shown as part of the course. Enrollment limited to 16 first-year students. WI **(L)** 4 credits
Gillian Kendall (English Language and Literature)
Offered Fall 2010

FYS 164 Issues in Artificial Intelligence

An introduction to several current issues in the area of Artificial Intelligence and their potential future impact on society. We start by exploring the nature of intelligent behavior and whether it is equivalent to rational thought. Deep philosophical questions are explored through the increasingly sophisticated game-playing capabilities of computers. Next we turn to learning and discovery by computers and investigate fuzzy logic, neural networks and genetic algorithms. Finally we discuss embodied intelligence, and in particular, robotics: its current state and its future prospects. Here there are serious implications for laborers as well as deep ethical issues. Prerequisites: Fluency with computers, including basic Web searching skills. Four years of high school mathematics recommended. No programming experience necessary. Enrollment limited to 16 first-year students. WI **(M)** 4 credits
Joseph O'Rourke (Computer Science)
Offered Fall 2010

FYS 165 Childhood in African Literature

A study of childhood as an experience in the present and a transition into adulthood, and of the ways in which it is intimately tied to social, political and cultural histories, and to questions of self and national identity. How does the violence of colonialism and decolonization reframe our understanding of childhood innocence? How do African childhood narratives represent such crises as cultural alienation, loss of language, exile and memory? How do competing national and cultural ideologies shape narratives of childhood? Texts include Tsitsi Dangaremba's *Nervous Conditions*, Zoe Wicomb's *You Can't Get Lost in Cape Town*, Ngũgĩ wa Thiong'o's *Weep Not Child* and Tahar Ben Jelloun's *The Sand Child*. Enrollment limited to 16 first-year students. WI {L} 4 credits

Kahwiwa Mule (Comparative Literature)
Offered Fall 2010

FYS 169 Women and Religion

An exploration of the roles played by religion in women's private and public lives, as shaped by and expressed in sacred texts, symbols, rituals and institutional structures. Experiences of Christian, Hindu, Jewish, Muslim, and Wiccan women facing religious authority and exercising agency. We will consider topics such as feminism and gender in the study of religion; God-talk and goddesses; women's bodies and sexuality; family, motherhood and celibacy; leadership and ordination; critiques of traditions, creative adaptations and new religious movements. Sources will include novels, films, poetry and visual images in addition to scriptural and religious texts. Enrollment limited to 16 first-year students. WI {L/H} 4 credits

Lois Dubin and Vera Shevzov (Religion)
Offered Spring 2011

FYS 172 (Dis)Obedient Daughters

How does the powerful relationship between mothers and daughters influence how women define themselves and search for their own identity? What does it mean when a woman defines who she is in opposition to her mother while seeking her mother's love and approval? How is the problem compounded when the mother's culture is different from her first-generation-immigrant daughter's? Through fiction and film by women from different cultures, we will explore such topics as gender roles, race, ethnicity and class. Authors read will include Jamaica Kincaid, Ama Ata Aidoo, Alice Munro, Margaret Atwood, Maxine Hong Kingston, Nora Okja

Keller, Jhumpa Lahiri, Laila Wadia, Igiaba Scego. Enrollment limited to 16 first-year students. WI {L} 4 credits

Tbalia Pandiri (Classics)
Offered Spring 2011

FYS 179 Rebellious Women

This writing-intensive First-Year Seminar will introduce students to the rebellious women who have changed the American social and political landscape through reform, mobilization, cultural interventions and outright rebellion. Using Estelle Freedman's *No Turning Back* on the history of feminisms as our primary text, we will chronicle the history of feminist ideas and movements, interweaving historical change with contemporary debate. This course will use a variety of sources as our "texts" in addition to Freedman and will rely heavily on primary sources from the Sophia Smith Collection. The intention of this seminar is threefold: 1) to provide an overview of feminist ideas and action throughout American history, 2) to introduce students to primary documents and research methods and 3) to encourage reflection and discussion on current women's issues. Enrollment limited to 16 first-year students. (E) WI {H/S} 4 credits

Kelly Anderson (Study of Women and Gender)
Offered Fall 2010

FYS 181 Play Time: Theories of Creativity, Games and Learning

We will explore the human impulse for play and its relationship to human development and learning. Questions that will occupy our time: What is the role of play in cognitive and social development? What is the connection between play, learning and creativity and what social and institutional conditions promote this relationship? How have notions of play changed over time and what are the economic, cultural and social implications of these changes? As a companion to the seminar, we will apply what we study by designing and teaching in an afterschool program for local youth that will be held by the Smith College art museum. Enrollment limited to 16 first-year students. (E) 4 credits
Sam Intrator (Education and Child Study)
Offered Fall 2010

FYS 184 Educating Women: A History and Sociology, at Home and Abroad

In the United States and abroad, in the past and today, the nature and scope of women's education are deeply

connected to religious, economic, and social norms and beliefs. Why and how we educate women are interdisciplinary questions that draw in fascinating ways on issues of national identity and culture. In this seminar, we will explore the history and sociology of this subject, beginning in our own country, at the very start of America's public school system, and ending with a global perspective, considering the challenges of educating women in countries where female literacy is still deeply contested. Students will do in-depth research in the Sophia Smith collection and college archives. Enrollment limited to 16 first-year students. (E) WI **[S]** 4 credits

Susan Bourque

Offered Spring 2011

FYS 185 Style Matters: The Power of the Aesthetic in Italian Cinema

Examining Italian cinema from neorealism to today, this course will investigate how major directors have negotiated two apparently independent postwar traditions: the aesthetic of realism (which purports to show Italian society and landscape without embellishments) and that search for beauty and style which has historically characterized Italian civilization and become its trademark in today's global culture (Made in Italy). Directors include Amelio, Antonioni, Bertolucci, De Santis, De Sica, Germi, Moretti, Ozpetek, Pasolini, Visconti. Conducted in English. Films with English subtitles. Enrollment limited to 16 first-year students. WI **[L/A]** 4 credits

Anna Bolla

Offered Fall 2010

FYS 186 Israel: Texts and Contexts

The role of literary and visual culture in the construction of Israel's founding myths and critiques of its present realities. The relationship between Zionism as a political ideology and as an aesthetic revolution: redefining sacred and secular space (Jerusalem, the socialist kibbutz, cosmopolitan Tel Aviv); reviving Hebrew as a living language; rewriting the Bible; and imagining the New Jew. How shadows of the Holocaust, fantasies of the Arab, and post-nationalist ennui shape the context of the broader Middle East. Poetry, prose, song, art, and film from before and after the creation of a Jewish state, all in translation. Enrollment limited to 16 first-year students. WI **[L]** 4 credits

Justin Cammy (Jewish Studies and Comparative Literature)

Offered Fall 2010

FYS 188 Shakespeare and Film

Study on the page and on the screen of five plays by Shakespeare, in three of the genres in which he worked: history (*Henry V* and *Richard III*), tragedy (*Hamlet*) and comedy (*Twelfth Night* and *Much Ado About Nothing*). Our goals will be a greater understanding of Shakespeare and his stagecraft, some beginning familiarity with film technique, and an awareness of the differing interpretations of Shakespearean drama which filming makes possible. Writing-intensive, discussion-based. Enrollment limited to 16 first-year students. WI **[L/A]** 4 credits

Jefferson Hunter (English Language and Literature)

Offered Fall 2010

FYS 190 Images and Understanding in Science

What is light, and how do we see the world around us? This course provides an introduction to the history of science based on a history of attempts to answer these deep questions. We'll read scientists' efforts to make sense of the fact of vision, and explore as well wonderful inventions that scientific optics has produced: perspective in painting; modern perceptual psychology; and the world of color we now take for granted. Students will also choose an optical instrument—from kaleidoscopes to polarimeters—to become experts in, and present to the class why their instruments have been important. Enrollment limited to 16 first-year students. WI **[H/N]** 4 credits

Douglas Patey (English Language and Literature)

Offered Fall 2010

FYS 191 Sense and Essence in Nature

This course will focus on fragrant plants with emphasis on their science as well as their use and economic significance in different parts of the world. Throughout history aromatic plant materials have been utilized as cures, perfumes and flavorings, and their extensive use continues at the present. The chemistry, botany and bioactivities of these natural products will provide the scientific content for the course. Their consideration in historical and cultural contexts, and also their depiction in literature and in art will provide an interdisciplinary approach to the subject matter. No prerequisites. Enrollment limited to 16 first-year students. WI **[N]** 4 credits

Låle Aka Burk (Chemistry)

Offered Spring 2011

FYS 192 America in 1925

Readings, discussions, and student projects will explore the transformation of a "Victorian" America into a "modernist" one by focusing on forms of expression and sites of conflict in 1925—the year of Fitzgerald's *The Great Gatsby*, Bessie Smith's "St. Louis Blues," Alain Locke's *The New Negro*, Chaplin's *The Gold Rush*, the Scopes evolution trial and the emergence of powerful new ideas in the social sciences—to cite just a few examples. Enrollment limited to 16 first-year students. WI **{L/H}** 4 credits

Richard Millington (English Language and Literature)

Offered Fall 2010

FYS 193 The Figure of Socrates

Socrates, who favored conversing with his fellow Athenians over recording his thoughts in writing, had a remarkable impact on his own time. In addition, the influence of Socrates as a figure endures to the present day, continuing to elicit passionate responses, whether of endorsement or critique. This seminar explores constructions of Socrates' values and priorities during his lifetime and in the period following his death sentence in 399 B.C. for impiety and corrupting the youth. The final section of the course considers the nature and ground of the persistent fascination with this pivotal figure. Enrollment limited to 16 first-year students. WI **{H}** 4 credits

Susan Levin (Philosophy)

Offered Spring 2011

FYS 195 Health and Wellness: Personal Perspectives

Pending CAP Approval

In this course, we will explore health and wellness topics relevant to the student group. Students will learn about a number of health-related topics, and explore them from both academic and personal perspectives, using scientific information to inform and understand personal experiences with health issues. Information about health is everywhere, and we will discuss how to evaluate the health information found in the media, including Internet and print sources. Enrollment limited to 16 first-year students. WI **{N}** 4 credits

Barbara Brehm-Curtis

Offered Fall 2010

Foreign Language Literature Courses in Translation

Visiting faculty and some lecturers are generally appointed for a limited term.

Visit www.smith.edu/catalog for current course information.

The courses listed below are fully described in the originating department or program, shown by the initial three-letter designation. (See pages 62–64 for the key to department/program designations.)

For other courses that include literature in translation, see the listings in Comparative Literature and Film Studies.

- CLS 190 The Trojan War
 CLS 227 Classical Mythology
 CLS 232 Paganism in the Greco-Roman World
 CLS 233 Gender and Sexuality in Greco-Roman Culture
 CLS 235 Life and Literature in Ancient Rome
- CLT/ENG 202 Western Classics: Homer to Dante (WI)
 CLT/ENG 203 Western Classics: Chretien de Troyes to Tolstoy (WI)
- CLT 260 Health and Illness: Literary Explorations
 CLT 275 Israeli Literature in International Context
- EAL 231 The Culture of the Lyric in Traditional China
- EAL/CLT 232 Modern Chinese Literature
 EAL 237 Chinese Poetry and the Other
 EAL/CLT 239 Contemporary Literature From Taiwan
 EAL 241 Literature and Culture in Premodern Japan: Court Ladies, Wandering Monks, and Urban Rakes
 EAL 242 Modern Japanese Literature
 EAL 243 Japanese Poetry in Cultural Context
 EAL 244 Construction of Gender in Modern Japanese Women's Writing
 EAL 248 *The Tale of the Genji* and *The Pillow Book*

- EAL 261 Major Themes in Literature: East-West Perspectives
 EAL 360 Seminar: Topics on East Asian Languages and Literatures
- GER 227 Topics in German Studies
 GER 230 Topics in German Cinema
- ITL 252 Italy "La Dolce Vita"
- RUS 126 Readings in 19th-Century Russian Literature
 RUS 127 Readings in 20th-Century Russian Literature
 RUS 235 Dostoevsky
 RUS 237 The Heroine in Russian Literature From *The Primary Chronicle* to Turgenev's *On the Eve*
 RUS 238 Russian Cinema
 RUS 239 Major Russian Writers
- POR 280 Portuguese and Brazilian Voices in Translation

French Studies

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

^{**1} Mary Ellen Birkett, Ph.D.

^{**2} Ann Leone, (Professor of French Studies and Landscape Studies), Ph.D., *Chair*

^{†1} Janie Vanpée, Ph.D.

^{†1} Eglal Doss-Quinby, Ph.D.

^{**2} Martine Gantrel, Agrégée de l'Université, Docteur en Littérature Française

Associate Professors

^{§1, §2} Jonathan Gosnell, Ph.D.

^{§2 Spring} Hélène Visentin, D.E.A., Docteur de L'Université
Dawn Fulton, Ph.D.

Lecturers

Anouk Alquier, M.A.

Christiane Métral, Lic. ès, L.

Visiting Lecturer from the École Normale Supérieure in Paris

Carole Delaitre, Master de lettres modernes

French studies courses offer students the opportunity to develop communicative skills in the French language and to engage with French and francophone cultures through literary, interactive and multi-media works. All classes and examinations are conducted in French with the exception of cross-listed courses unless otherwise indicated.

Students who receive scores of 4 or 5 on the Advanced Placement tests in French Language and Literature may not apply that credit toward the degree if they complete any course in the sequence prior to 230.

Qualified students may apply for residence in *La Maison Française*, Dawes House.

Language

101 Accelerated Elementary French

An accelerated introduction to French for real beginners based on the video method *French in Action*. Development of the ability to communicate confidently with an emphasis on the acquisition of listening, speaking and writing skills, as well as cultural awareness. Four class meetings per week plus required daily video and audio work. Students completing the course normally enter FRN 102. Students must complete both 101 and 102 to fulfill the Latin honors distribution re-

quirement for a foreign language. Enrollment limited to 18 per section. No spring pre-registration allowed.

{F} 5 credits

Ann Leone, Christiane Métral

Offered each Fall

102 Accelerated Intermediate French

Emphasis on the development of oral proficiency, with special attention to reading and writing skills, using authentic materials such as poems and short stories. Students completing the course normally enter FRN 220. Prerequisite: FRN 101. Enrollment limited to 18 per section. Priority will be given to first-year students.

{F} 5 credits

Ann Leone, Eglal Doss-Quinby

Offered each Spring

120 Intermediate French

Review of basic grammar for students who have two or three years of high school French. The skills of speaking, listening, reading and writing will be developed in context. Students completing the course normally go on to FRN 220. Enrollment limited to 18 per section. Priority given to first-year students and sophomores. Four class hours per week. **{F}** 4 credits

Martine Gantrel, Carole Delaitre
Offered each Fall

121 Conversation Section for French 120

Optional for students concurrently enrolled in FRN 120. Discussion of contemporary French issues, with emphasis on conversational strategies and speech acts of everyday life. Enrollment limited to 15. Graded S/U only. **(F)** 1 credit

Saara Boubouche

Offered each Fall

220 High Intermediate French

Review of communicative skills through writing and class discussion. Materials include a movie, a comic book, a play and a novel. Prerequisite: three or four years of high school French, FRN 102 or 120 or permission of the department. Students completing the course normally go on to FRN 230. Enrollment limited to 18 per section. **(F)** 4 credits

Anouk Alquier, Mary Ellen Birkett, Carole Delaitre. Fall 2010

Dawn Fulton, Carole Delaitre. Spring 2011

Offered each Fall and Spring

221 Conversation Section for French 220

Optional for students concurrently enrolled in French 220. Discussion of contemporary French and francophone issues, with emphasis on conversational strategies and speech acts of everyday life through activities such as role playing and group work. Enrollment limited to 15. Graded S/U only. **(F)** 1 credit

Julie Ramage

Offered Fall 2010

300 Advanced Grammar and Composition

Emphasis on some of the more difficult points of French grammar and usage. Discussions based on various genres of writing and basic concepts in linguistics. Some work on phonetics, and a variety of writing exercises. Prerequisite: normally, one course in French at the 250 level or permission of the instructor. **(F)** 4 credits

Christiane Métral

Offered Fall 2010

385 Advanced Studies in Language

Topic: Global French: The Language of Business and International Trade. An overview of commercial and financial terminology against the backdrop of contemporary French business culture, using case studies, French television and newspapers and the internet. Emphasis on essential technical vocabulary, reading and

writing business documents and oral communication in a business setting. Prepares students for the *Diplôme de français professionnel (Affaires B2)* granted by the Paris Chamber of Commerce and Industry and administered at Smith College. Prerequisite: a 300-level French course, a solid foundation in grammar and excellent command of everyday vocabulary or permission of the instructor. **(F)** 4 credits

Eglal Doss-Quimby

Offered Spring 2011

Intermediate Courses in French Studies

230 Colloquia in French Studies

A transition from language courses to more advanced courses in literature and culture. These colloquia develop skills in expository writing and critical thinking in French. Materials studied in the course include novels, films, essays and cultural documents. Students may receive credit for only one section of FRN 230. Enrollment limited to 16. Basis for the major. Prerequisite: FRN 220 or permission of the instructor. **(L/F)** 4 credits

Offered each Fall and Spring

Sections as follows:

Fantasy and Madness

A study of madness and its role in the literary tradition. The imagination, its powers and limits in the individual and society. Such authors as Maupassant, Flaubert, Myriam Warner-Vieyra, J.-P. Sartre, Marguerite Duras.

Christiane Métral. Fall

Carole Delaitre. Spring

Offered Fall 2010, Spring 2011

Voices of/from the Outskirts

An exploration of "les banlieues" (the French suburbs) and their inhabitants through different media (novels, diaries, popular songs and films) from the 1980s to the present. We will focus on the culture(s), and the interaction(s) within the different communities and within the French society at large, establishing parallels and drawing comparisons with the United States hence encouraging an international perspective. How do artists (writers, singers, directors) try to (re)present the banlieue? How do they portray their own experiences? Who (re)presents the banlieue and for whom? What roles do factors like generation, migration, racism,

gender play in the face of the banlieues? WI

Anouk Alquier

Offered Fall 2010, Spring 2011

Women Writers of Africa and the Caribbean

An introduction to works by contemporary women writers from francophone Africa and the Caribbean.

Topics to be studied include colonialism, exile, motherhood and intersections between class and gender. Our study of these works and of the French language will be informed by attention to the historical, political and cultural circumstances of writing as a woman in a former French colony. Texts will include works by Mariama Bâ, Maryse Condé, Yamina Benguigui and Marie-Célie Agnant.

Dawn Fulton

Offered Fall 2010

235j Speaking (Like the) French: Conversing, Discussing, Debating, Arguing

A total immersion course in French oral expression using authentic cultural materials—French films and televised versions of round table discussions, formal interviews, intellectual exchanges and documentary reporting. Students will learn how the French converse, argue, persuade, disagree and agree with one another. Intensive practice of interactive multimedia exercises, role-playing, debating, presenting formal exposés and correcting and improving pronunciation. Prerequisite: one course above FRN 220 or permission of the instructor. Admission by interview with instructor during advising week. Enrollment limited to 14. **{F}** 4 credits

Christiane Métral

Offered Interterm 2011

250 Speaking With the French—Cross-Cultural Connections

In this course, students will discuss “Frenchness” and “American-ness” in real time with real French students from a partner school in Paris using a customized online forum, as well as webcam and videoconferencing technology. Throughout the semester, students will explore cultural attitudes, social values, youth culture and socio-economic issues. Additional material includes films, songs and related readings from primary and secondary sources. Prerequisite: FRN 230 or higher. Enrollment limited to 15.

{S/F} 4 credits

Christiane Métral

Offered Spring 2011

251 The French Press Online

A study of contemporary French social, economic, political and cultural issues through daily readings of French magazines and newspapers online such as *Le Monde*, *Le Figaro*, *Libération*, *Le Nouvel Observateur*, *L'Express*. Prerequisite: FRN 230 or higher. **{S/F}** 4 credits

Carole Delaitre

Offered Fall 2010

252 French Cinema

Topic: “On the Move”: Restlessness in French Cinema. Even before the “road movie” became a cinematic genre, the French New Wave made restlessness its signature theme. In the first half of the term, we will explore how the French New Wave used restlessness both as a motif and a narrative device to frame the existential quest and the crisis of meaning experienced by its young and attractive protagonists. In the second half of the semester, we will investigate the new meanings today’s cinema has put on restlessness and the various ways in which it has built upon the formal innovations of the New Wave. Works by directors such as François Truffaut, Jean-Luc Godard, Agnès Varda, Jean-Jacques Beineix and others. Readings in film criticism and film history. Students will be encouraged to develop a specifically cinematic discourse through close analysis of individual films. Papers and weekly screenings required. Course taught in French. Prerequisite: FRN 230 or permission of the instructor. **{A/F}** 4 credits

Martine Gantrel

Offered Fall 2010

262 From Revolution to Revolution: 1789 to 1968

What are the pivotal transformations in 19th- and 20th-century French society? An exploration of the theme of revolution in its literal and abstract senses: How have these symbolic moments transformed French language, political thought and ideologies? How are they reflected in cultural forms such as art, film, literature and music? We will examine various historic events and analyze their impact on political, social, cultural and artistic developments. Prerequisite: a course above FRN 220 or permission of the instructor.

{F/H/S} 4 credits

Anouk Alquier

Offered Fall 2010

272 J'accuse!: French Intellectuals as Activists

This course will study the emergence of political activism and the figure of the French “intellectual engagé”

through readings from key social and historical moments and from a variety of genres (philosophical essays, plays, poems, pamphlets, etc.). We will trace how public debates on highly controversial topics such as intolerance, fanaticism, the death penalty, feminism, racism and the role of the media have influenced French intellectuals to become committed to transforming French politics and society. Texts include writings by Montaigne, Molière, Voltaire, Hugo, Zola, Sartre, Beauvoir, Halimi, Bourdieu and others.

WI **{L/H/F}** 4 credits

Hélène Visentin

Offered Spring 2011

282 Daily Life in 19th- and 20th-Century France

A portrait of post-revolutionary France as Balzac, Flaubert, Proust and others have depicted it in their novels. Close readings of literary texts viewed in their cultural context. Special attention will be given to the evolution of the novel as a genre, from Realism and Naturalism to modern narratives. Prerequisite: at least one course after FRN 230. **{L/F}** 4 credits

Martine Gantrel

Offered Spring 2011

299 Navigating Paris

This course is required for all students going to Paris on Smith's Junior Year Abroad Program. It prepares students for the practical, academic, social and cultural issues they will confront prior to leaving and upon arrival in Paris. Topics include the French university system; the vocabulary of money and banking, telecommunications, computers and the Internet; living with a host family; and cultural differences. Six weekly meetings, each lasting two hours, starting in mid-March. Taught in French and English. Graded S/U only. Prerequisite: Acceptance to the Smith College Junior Year in Paris Program. **{F}** 1 credit

Members of the Department of French Studies, past and future directors of the Junior Year in Paris Program and members of the Office for International Studies

Offered Spring 2011

Advanced Courses in French Studies

Prerequisite: two courses in French Studies at the 200 level or permission of the instructor.

305 French Translation in Practice

Practicum in French; must be taken simultaneously with CLT 150. Students will read short texts in translation theory, study translation techniques and strategies, compare versions of translated texts and produce their own translations of French texts. Readings and discussions conducted in French. Prerequisite: two courses in French studies at the 200-level or permission of the instructor. **{L/F}** 2 credits

Dawn Fulton

Offered Fall 2011

360 The Year 1830

After more than three decades of conflict with prevailing traditions, a new generation of French men and women came into its own in an astonishingly rich twelve-month span. And they changed the face of France. By following the "headlines" throughout the year 1830, we will encounter the political revolution of "Les Trois Glorieuses," the triumph of Romantic esthetics, the creation of French colonialism in Algeria, growing awareness of the need for social action at home, and intensified longings for escape into exoticism and fantasy. We will study authors such as Hugo, Stendhal, Balzac as well as representative works of artists, musicians, journalists and historians. **{L/F}** 4 credits

Mary Ellen Birkett

Offered Fall 2010

363 In the Name of Love: Romance and the Romantic Novel in 19th-Century France

One of the most ancient and universal feelings, love is also infinitely elusive. Indeed, love stories keep re-creating themselves. Yet, to the extent that love stories are often as much about the self as they are about love, every period in history represents them differently. We will read love stories by a variety of French 19th-century novelists, both male and female, and examine what the mystery, magic and travails of love allow the romantic self to discover, hide or express about itself. Such authors as Chateaubriand, Benjamin Constant, George Sand, Lamartine, Alexander Dumas and Nerval. **{F/L}** 4 credits

Martine Gantrel

Offered Spring 2011

365 Francophone Literature and Culture

Topic: Literature of the French Caribbean. An exploration of the poetics, theory and politics of Caribbean writing from the *Négritude* movement through the elaboration of the notions of Antillanité and *Créolité*.

Works by such authors as Aimé Césaire, Edouard Glissant, Maryse Condé, Joseph Zobel, Patrick Chamoiseau, Gisèle Pineau. **{L/F}** 4 credits

Dawn Fulton

Offered Fall 2010

404 Special Studies

Admission by permission of the department; normally for junior and senior majors and for qualified juniors and seniors from other departments.

4 credits

Offered both semesters each year

FRN 480/SPN 481 The Teaching of French/Spanish

The theoretical and instructional implications of teaching foreign languages. This course reflects contemporary efforts to enhance foreign language teaching and learning and is designed for aspiring and in-service instructors and to prepare participants for the challenges of the profession. The theoretical component incorporates a wide range of trends in language pedagogy as well as critical appraisal of different SLA theories. The practical component focuses on developing a teaching persona, a relationship with learners, and classroom organization and presentation skills. The course will transform knowledge into practice, and will culminate in the creation of a teaching portfolio. Spanish majors must obtain permission from their major adviser prior to enrolling in the course. **{F}** 4 credits

Anouk Alquier

Offered Spring 2011

Cross-Listed Courses and Recommended Courses From Other Departments and Programs

CLT 150 Politics and Poetics of Translation

Dawn Fulton

Offered Spring 2011

CLT 253 Literary Ecology

Anne Leone

Offered Fall 2010

Study Abroad in Paris or Geneva

Advisers: Paris: Hélène Visentin

Geneva: Hélène Visentin

Majors in French studies who spend the year in Paris or Geneva will normally meet certain of the requirements during that year.

Language Preparation for Study Away on Smith Programs

Paris

Students going on the Smith College Junior Year Abroad program to Paris must meet the following requirements:

- 1) GPA of 3.0
- 2) Two years or the equivalent of college-level French, normally four 4-credit courses, including one course at the FRN 260 level or above in the spring semester of the year before study in Paris
- 3) Students beginning French with FRN 101 and 102 must take three 4-credit French courses in their sophomore year, including FRN 230.
- 4) Students who enter Smith at the FRN 230 level or above are required to take at least three semesters of French prior to study in Paris, including one course at the FRN 260 level or above in the spring semester of the year before study in Paris.

Geneva

Students interested in any of the academic options offered on the Smith College Junior Year Abroad in Geneva are encouraged to begin study of French and to pursue it prior to departure. Students on all three tracks (A, B and C) will study French language, or particular subjects of interest in French, while in Switzerland.

Track A (The Geneva International Internship Semester)

Students interested in the Geneva International Internship Semester, fall or spring, are not required to take French before study abroad. Most coursework will be done in English. Students will enroll in a French language course at the Smith Center. 3.0 GPA required.

Track B (University Studies in French or English)

Students considering a traditional junior year or semester program of study in Geneva should complete one to two years of college French. A Smith student beginning in French 120 or 220 would continue on to French 230 and beyond. If a student begins in French 101–102 in her first year, 220 and 230 could be completed the second year. 3.0 GPA required.

Track C (Advanced Program in International Studies and Development)

One year of French required, two years strongly recommended for interested students with a 3.5 GPA. A class beyond French 230 is encouraged. Students will complete courses in French and/or English at the Graduate Institute of International and Development Studies.

The Major

Advisers: Mary Ellen Birkett, Eglal Doss-Quinby, Dawn Fulton, Martine Gantrel, Ann Leone, Hélène Visentin

Requirements

Ten four-credit courses at the 220 level or above, including:

1. The basis for the French studies major: FRN 230;
2. The language requirement: two four-credit, 300-level language courses;
3. Seven additional four-credit courses, as detailed below, two of which must be taken at the advanced level in the senior year.

Students majoring in French studies must have a minimum of five 300-level French courses, including the language requirement. In consultation with the major adviser, a student may take up to two, 4-credit courses from appropriate offerings in other departments; the focus of approximately one third of each course should be on France and/or the francophone world for the course to count toward the French major. Only one course counting toward the major may be taken for an S/U grade. Students considering graduate school in the humanities are encouraged to take CLT 300/FRN 301, Contemporary Literary Theory.

Honors

Directors: Mary Ellen Birkett (Fall); Eglal Doss-Quinby (Spring).

430d Honors Project

8 credits

Full-year course; offered each year

431 Honors Project

8 credits

Offered Fall semester each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Graduate

Adviser: Martine Gantrel

580 Advanced Studies

Arranged in consultation with the department.

4 credits

Offered both semesters each year

580d Advanced Studies

8 credits

Full-year course; offered each year

590 Research and Thesis

4 or 8 credits

Offered both semesters each year

590d Research and Thesis

8 credits

Full-year course; offered each year

Geosciences

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

H. Robert Burger, Ph.D.
John B. Brady, Ph.D.
Robert M. Newton, Ph.D., *Chair*

Professor-in-Residence

Lawrence Meinert, Ph.D.

Associate Professors

^{†1} Bosiljka Glumac, Ph.D.
^{†2} Amy Larson Rhodes, Ph.D.

Assistant Professor

^{**1} Sara B. Pruss, Ph.D.

Lecturer

Mark E. Brandriss, Ph.D.

Lecturer and Professor Emeritus

H. Allen Curran, Ph.D.

Students contemplating a major in geosciences should elect 101 and 102, or 108 or FYS 103 and see a departmental adviser as early as possible. All 100-level courses may be taken without prerequisites.

101 Introduction to Earth Processes and History

An exploration of the concepts that provide a unifying explanation for the causes of earthquakes and volcanic eruptions and the formation of mountains, continents and oceans. A discussion of the origin of life on earth, the patterns of evolution and extinction in plants and animals and the rise of humans. Students planning to major in geosciences should also take GEO 102 concurrently. **{N}** 4 credits

Amy Rhodes, Fall 2010

Robert Newton, Fall 2011

Offered Fall 2010, Fall 2011

102 Exploring the Local Geologic Landscape

The Connecticut Valley region is rich with geologic formations and features that can be reached by a short van ride from Smith. This is a field-based course that explores that geology through weekly trips and associated assignments. Evidence for volcanoes, dinosaurs, glaciers, ancient lakes, rifting continents and Himalayan-size mountains in Western Massachusetts will be explored. A required course textbook will provide important background information for the field trips.

Students who have taken FYS 103 Geology in the Field are not eligible to take GEO 102. This class, when taken in conjunction with any other 100-level course, can serve as a pathway to the geoscience major. Enrollment limited to 17. **{N}** 2 credits

Mark Brandriss

Offered Fall 2010, Fall 2011

FYS 103 Geology in the Field

Clues to over 500 million years of earth history can be found in rocks and sediments near Smith College. Students in this course will attempt to decipher this history by careful examination of field evidence. Class meetings will take place principally outdoors at interesting geological localities around the Connecticut Valley. Participants will prepare regular reports based on their observations and reading, building to a final paper on the geologic history of the area. The course normally includes a weekend field trip to Cape Cod. Enrollment limited to 17. **WI {N}** 4 credits

John Brady

Offered Fall 2010, Fall 2011

104 Global Climate Change: Exploring the Past, the Present and Options for the Future

This course seeks to answer the following questions: What do we know about past climate and how do we know it? What causes climate to change? What have

been the results of relatively recent climate change on human populations? What is happening today? What is likely to happen in the future? What choices do we have? **(N)** 4 credits

Robert Newton

Offered Fall 2010, Fall 2011

105 Natural Disasters: Confronting and Coping

An analysis of earthquakes, tsunamis, floods, hurricanes and tornadoes, volcanic eruptions, landslides, asteroid impacts and wildfires. Topics include the current status of predicting disasters, how to minimize their impacts, public policy issues, the effect of disasters on the course of human history, and the record of past great disasters in myth and legend, rapid climate change and what the future holds. Discussion sections will focus on utilizing GIS (Geographic Information Systems) to investigate disaster mitigation. **(N)** 4 credits

H. Robert Burger

Offered Fall 2010

106 Extraordinary Events in the History of Earth, Life and Climate

A journey through the 4.6 billion year history of global change focuses on the extraordinary events that shaped the evolution of the Earth and life. Some of these events include the origin of life, the buildup of oxygen in the atmosphere, mass extinctions of dinosaurs and other organisms, continental glaciations, profound changes in climate and the evolution of humans. Discussion topics also include the changes that humans have been making to their environments, and the possible consequences and predictions for the future of our planet. **(N)** 4 credits

Mark Brandriss

Offered Spring 2011

108 Oceanography: An Introduction to the Marine Environment

An introduction to the global marine environment, with emphasis on the carbon cycle, seafloor dynamics, submarine topography and sediments, the nature and circulation of oceanic waters, ocean-atmosphere-climate interactions and global climate change, coastal processes, marine biologic productivity and issues of ocean pollution and the sustainable utilization of marine resources by humans. At least one required field trip. Discussion sections meet Monday and Wednesday. **(N)** 4 credits

Sara Pruss

Offered Spring 2012, Spring 2013

109 The Environment

An investigation of the earth's environment and its interrelationship with people, to evaluate how human activity impacts the earth and the sustainability of natural resources. We will study various natural processes important for judging environmental issues currently faced by citizens and governments. Topics include land-use planning within watersheds, water supply, nonrenewable and renewable energy, air pollution and global climate change. **(N)** 4 credits

Amy Rhodes

Offered Spring 2011

112/ARC 112 Archaeological Geology of Rock Art and Stone Artifacts

What makes a mineral or a rock particularly useful as a stone tool or attractive as a sculpture? Students in this course will explore this and other questions by applying geological approaches and techniques in studying various examples of rock art and stone artifacts to learn more about human behavior, ecology and cultures in the past. This exploration across traditional boundaries between archaeology and earth science will include background topics of mineral and rock formation, weathering processes and age determination, as well as investigations of petroglyphs (carvings into stone surfaces), stone artifacts and other artifactual rocks (building stone and sculptures) described in the literature, displayed in museum collections and found in the field locally. **(N)** 4 credits

Bosiljka Glumac

Offered Spring 2012

150/EVS 150 Modeling Our World: An Introduction to Geographic Information Systems

A geographic information system (GIS) manages location-based (spatial) information and provides the tools to display and analyze it. GIS provides the capabilities to link databases and maps and to overlay, query, and visualize those databases in order to analyze and solve problems in many diverse fields. This course provides an introduction to the fundamental elements of GIS and connects course activities to GIS applications in landscape architecture, urban and regional planning, archeology, flood management, sociology, coastal studies, environmental health, oceanography, economics, disaster management, cultural anthropology and art history. Enrollment limited to 20. **(N)** 4 credits

Robert Burger

Offered Spring 2011

221 Mineralogy

A project-oriented study of minerals and the information they contain about planetary processes. The theory and application to mineralogic problems of crystallography, crystal chemistry, crystal optics, x-ray diffraction, quantitative x-ray spectroscopy and other spectroscopic techniques. The course normally includes a weekend field trip to important geologic localities in the Adirondack Mountains. Prerequisite: 101, or 102, or 108 or FYS 103. Recommended: CHM 111 or equivalent. **{N}** 4 credits

John Brady, Fall 2010

Mark Brandriss, Fall 2011

Offered Fall 2010, Fall 2011

222 Petrology

An examination of typical igneous and metamorphic rocks in the laboratory and in the field in search of clues to their formation. Lab work will emphasize the microscopic study of rocks in thin section. Weekend field trips to Cape Ann and Vermont are an important part of the course. Prerequisite: 221. **{N}** 4 credits

John Brady

Offered Spring 2011, Spring 2012

231 Invertebrate Paleontology and Paleocology

A study of the major groups of fossil invertebrates including their phylogenetic relationships, paleoecology and their importance for geologic-biostratigraphic problem-solving. Special topics include speciation, functional adaptations, paleoenvironments, consideration of the earliest forms of life and the record of extinctions. At least one weekend field trip. Prerequisite: 101, or 102, or 108 or FYS 103; open without prerequisite to majors in the biological sciences. **{N}** 4 credits

Sara Pruss

Offered Fall 2010, Fall 2011

232 Sedimentology

A project-oriented study of the processes and products of sediment formation, transport, deposition and lithification. Modern sediments and depositional environments of the Massachusetts coast are examined and compared with ancient sedimentary rocks of the Connecticut River Valley and eastern New York. Field and laboratory analyses focus on the description and classification of sedimentary rocks, and on the interpretation of their origin. The results provide unique insights into the geologic history of eastern North America. Two weekend

field trips. Prerequisite: 101, or 102, or 108 or FYS 103.

{N} 4 credits

Bosiljka Glumac

Offered Fall 2011, Fall 2012

241 Structural Geology

The study and interpretation of rock structures, with emphasis on the mechanics of deformation, behavior of rock materials and methods of analysis. Prerequisite: 101, or 102, or 108 or FYS 103. **{N}** 4 credits

Robert Burger

Offered Spring 2011

251 Geomorphology

The study of landforms and their significance in terms of the processes that form them. Selected reference is made to examples in the New England region and the classic landforms of the world. During the first part of the semester laboratories will involve learning to use geographic information system (GIS) software to analyze landforms. During the second part of the semester laboratories will include field trips to examine landforms in the local area. Prerequisite: 101, or 102, or 108 or FYS 103. **{N}** 4 credits

Robert Newton

Offered Spring 2011, Spring 2012

270j Carbonate Systems and Coral Reefs of the Bahamas

A field-oriented course to examine the diverse carbonate sediment-producing, modern environments typical of the Bahama Islands, including a variety of shallow subtidal shelf environments, coral reefs, lagoons, beaches, dunes and lakes. The Quaternary rocks that cap the islands will be studied to establish paleoenvironmental analogues to the modern environments and to understand better the processes that modify sediments in the transition to the rock record. Students will conduct an individual or small group project. Prerequisites: completion of an introductory-level geoscience course and permission of the instructors. Enrollment limited to 16. **{N}** 3 credits

Bosiljka Glumac and Sara Pruss

Offered January 2012

301/EGR 311 Aqueous Geochemistry

This project-based course examines the geochemical reactions between water and the natural system. Water and soil samples collected from a weekend field trip will serve as the basis for understanding principles of

pH, alkalinity, equilibrium thermodynamics, mineral solubility, soil chemistry, redox reactions, acid rain and acid mine drainage. The laboratory will emphasize wet-chemistry analytical techniques. Participants will prepare regular reports based on laboratory analyses, building to a final analysis of the project study area. One weekend field trip. Prerequisites: One geoscience course and CHM 208 or CHM 111. **{N}** 4 credits

Amy Rhodes

Offered Fall 2011

309/EGR 319 Groundwater Geology

A study of the occurrence, movement and exploitation of water in geologic materials. Topics include well hydraulics, groundwater chemistry, the relationship of geology to groundwater occurrence, basin-wide groundwater development and groundwater contamination. A class project will involve studying a local groundwater problem. Prerequisites: 101, or 102, or 108 or FYS 103 and MTH 111. Enrollment limited to 14. **{N}** 4 credits

Robert Newton

Offered Fall 2010, Fall 2012

311 Environmental Geophysics

Theory and environmental applications of geophysical techniques including reflection and refraction seismology, gravimetry, electrical resistivity and magnetics. Extensive fieldwork including delineating aquifer geometries, determining buried landfill boundaries and mapping leachate plumes. Prerequisites: two geology courses at the intermediate level and MTH 111. Enrollment limited to 12. **{N}** 4 credits

Robert Burger

Offered Fall 2010

AST 330 FC30a Seminar: Topics in Astrophysics—Asteroids

361 Tectonics and Earth History

A study of the interactions between global tectonic processes, continental growth and evolution, the formation and destruction of marine basins, and the history of life as revealed from the rock and fossil record of planet Earth. Student presentations and discussions about recent developments in geology are central to the course. Limited to geosciences seniors. **{N}** 4 credits

Mark Brandriss, Spring 2011

Bosiljka Glumac, Spring 2012

Offered Spring 2011, Spring 2012

400 Advanced Work or Special Problems in Geosciences

Admission by permission of the department. Proposals must be submitted in writing to the project director by the end of the first week of classes. 1 to 4 credits

Members of the department

Offered both semesters each year

The following two engineering courses are considered equivalent to a 300-level geoscience course and can be used to satisfy the elective advance level course requirement.

EGR 315 Ecohydrology

This course focuses on the measurement and modeling of hydrologic processes and their interplay with ecosystems. Material includes the statistical and mathematical representation of infiltration, evapotranspiration, plant uptake and runoff over a range of scales (plot to watershed). The course will address characterization of the temporal and spatial variability of environmental parameters and representation of the processes. The course includes a laboratory component and introduces students to the Pioneer Valley, the cloud forests of Costa Rica, African savannas and the Florida Everglades. Prerequisites: MTH 112 or 114 and MTH 245 or 241.

4 credits

Andrew Guswa

EGR 340 Mechanics of Granular Media

An introduction to the mechanical properties of materials in which the continuum assumption is invalid. Topics include classification, hydraulic conductivity, effective stress, volume change, stress-strain relationships and dynamic properties. While soil mechanics will be a major focus of the class, the principles covered will be broadly applicable. Students will apply these basic principles to explore an area of interest through an in-depth project. Prerequisite: EGR 272 or GEO 241.

{N} 4 credits

Glenn Ellis

For additional offerings, see Five College Course Offerings by Five College Faculty.

The Major

Advisers: For the class of 2011, John Brady; for the class of 2012, Sara Pruss; for the class of 2013, Amy Rhodes; for the class of 2014, Bosiljka Glumac

Adviser for Study Abroad: Amy Rhodes, 2010–11; Bosiljka Glumac, 2011–12

Basis: 101 and 102, or 108, or FYS 103 or GEO 102 in conjunction with any other 100-level geoscience course.

Requirements: Beyond this basis, the requirements for individual tracks within the major include:

1) Geoscience Track

- a) Six intermediate-level geoscience courses: 221, 222, 231, 232, 241 and 251.
- b) Two advanced-level geoscience courses: 361 plus one additional course at the advanced level or a 4–6 credit summer geology field camp.

2) Environmental Geoscience Track

- a) Two chemistry courses. No more than one at the 100 level. Aqueous Geochemistry (GEO 301) may count for one.
- b) One ecology course: Biodiversity, Ecology and Conservation and Lab (BIO 154, 155), Marine Ecology and Lab (BIO 268, 269) (prereq BIO 154 or GEO 108), Principles of Ecology and Lab (BIO 266, 267) (prereq BIO 154 and a course in statistics), or Plant Ecology and Lab (BIO 364, 365) (prereq course in plant biology or ecology or environmental science).
- c) One environmental policy course: Environmental Economics (ECO 224) (prereq ECON 150), Population and Environment in Africa (ANT 230), Economy, Ecology and Society (ANT 236), Politics of the Global Environment (GOV 254) (prereq GOV 241), Seminar in American Government: Politics and the Environment (GOV 306) (prereq a 200-level course in American Government), World Population (SOC 232), Environment and Society (SOC 233), Seminar in Environmental Sociology (SOC 332) (prereq SOC 101), U.S. Environmental History and Policy (PPL 222) or Seminar in Environmental Sciences and Policy (EVS 300).
- d) Four intermediate-level geoscience courses: 221, 222, 231, 232, 241 or 251.

- e) One 300-level course in geosciences or a 4–6 credit summer geology field camp.
- f) Research: Special Studies (GEO 400) or Honors (GEO 430d or 432d).

3) Educational Geoscience Track

- a) Three education courses (*recommended): *The American Middle School and High School (EDC 232), *Educational Psychology (EDC 238), *Growing up American: Adolescents and their Educational Institutions (EDC 342), Individual Differences Among Learners (EDC 347), Methods of Instruction (EDC 352) or *Teaching Science, Engineering and Technology (EDC 390).
 - b) Six additional geoscience courses above the 100 level. One of these must be at the 300 level or be a 4–6 credit summer geology field camp course.
- (Note: This track does not lead to Educator Licensure. Students who wish to satisfy licensure requirements would need to take all EDC courses listed above, plus EDC 346 Clinical Internship in Teaching, and should consult with a faculty member of the Department of Education and Child Study.)

Smith courses that satisfy the advanced-level course requirement include Aqueous Geochemistry (GEO 301), Groundwater Geology (GEO 309), Environmental Geophysics (GEO 311), Ecohydrology (ENG 315), Seminar: Topics in Astrophysics-Asteroids (AST 330), Mechanics of Granular Media (ENG 340), Geology Senior Seminar (GEO 355), Economic Geology (GEO 370) and Advanced work or Special Problems in Geology (GEO 400). Appropriate courses taken at other institutions also may qualify, as does a 4–6 credit geology field camp.

A summer field course is strongly recommended for all majors and is a requirement for admission to some graduate programs. Majors planning for graduate school will need introductory courses in other basic sciences and mathematics. Prospective majors should see a departmental adviser as early as possible.

The Minor

Advisers: Same as for the major

Many emphases are possible within the geoscience minor. For example, a student interested in earth pro-

cesses and history might take 101, 106, 112, FYS 103, 231, 232, 251, 361 and an elective course. A student concerned about environmental and resource issues might take 101, 104, 105, 108, 109, FYS 177, 221, 232 and 309. Students contemplating a minor in geosciences should see a departmental adviser as early as possible to develop a minor course program. This program must be submitted to the department for approval no later than the beginning of the senior year.

Requirements: Completion of the basis plus at least 22 credits at the 200-level or above.

Honors

Director: John Brady, 2010–11
Sara Pruss, 2011–12

430d Honors Project

8 credits

Full-year course; Offered each year

432d Honors Project

12 credits

Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Field Experiences

The department regularly sponsors an off-campus field-based course for geoscience students. This course may be entirely during Interterm, such as recent courses in the Bahamas and Hawaii. Or it may be a spring semester course with a field trip during spring break or during the following summer, such as recent courses in Death Valley, Iceland and Greece. Because many important geologic features are not found in New England, geoscience majors are encouraged to take at least one of these courses to add breadth to their geologic understanding.

The Department of Geosciences is a member of the Keck Geology Consortium, a group of eighteen colleges funded by the National Science Foundation to sponsor cooperative student/faculty summer research projects at locations throughout the United States and abroad.

German Studies

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

^{\$1, **2}Jocelyne Kolb, Ph.D.

Joseph George McVeigh, Ph.D., *Chair*

Assistant Professor

^{*1}Joel Westerdale, Ph.D.

Senior Lecturer

^{\$2}Judith Keyler-Mayer, Ph.D.

Lecturer

Mara Taylor, M.A.

Professor Emerita

Gertraud Gutzmann, Ph.D.

Students who plan to major in German studies or who wish to spend the junior year in Hamburg should take German in the first two years. Students are also recommended to take courses from other departments that treat a German topic.

Students who enter with previous preparation in German will be assigned to appropriate courses on the basis of a placement examination.

Students who receive a score of 4 or 5 on the Advanced Placement test may not apply that credit toward the degree if they complete for credit 110y, 144 (115), 200 or 250 (220).

A course number in parentheses represents the former course number (prior to the year 2009–10).

A. German Language

Credit is not granted for the first semester only of the yearlong elementary language courses.

110y Elementary German

An introduction to spoken and written German, and to the culture and history of German-speaking people and countries. Emphasis on grammar and practical vocabulary for use in conversational practice, written exercises and listening and reading comprehension. By the end of the year, students will be able to read short-edited literary and journalistic texts as a basis for classroom discussion and to compose short written assignments. Students who successfully complete this

yearlong course and take GER 200 and GER 250 (220) will be eligible for the Junior Year Abroad in Hamburg.

{F} 10 credits

Section 1 and Section 2: *Mara Taylor* (Fall), *Joseph McVeigh* (Spring)

Full-year course; Offered each year

200 Intermediate German

A review of basic grammatical concepts and the study of new ones, with emphasis on vocabulary building. An exploration of contemporary German culture through literary and journalistic texts, with regular practice in written and oral expression. Prerequisite: 110y, permission of the instructor or by placement. **{F}** 4 credits

Sec. 1: *To be announced*

Sec. 2: *Judith Keyler-Mayer*

Offered Fall 2010

250 Advanced Intermediate German

Introduction and practice of more advanced elements of grammar, with an emphasis on expanding vocabulary. Discussion of topics in modern German culture; development of reading skills using unedited literary and journalistic texts; weekly writing assignments. Students who successfully complete GER 250 (220) will be eligible for the Junior Year Abroad in Hamburg. Prerequisite: 200, permission of the instructor or by placement. **{F}** 4 credits

Mara Taylor

Offered Spring 2011

350 Language and Power

Language as the transmission of politics and culture: a study of the German-language media (newspapers, magazines, internet, television, supplemented by a variety of films and texts to be chosen in accordance with the interests and academic disciplines of students in the class). Active and intense practice of written and oral German through weekly compositions and linguistic exercises, as well as discussions and presentations analyzing the manner in which linguistic nuances reflect cultural and political practices. Conducted in German. Prerequisite: a 300-level course in German, permission of the instructor or by placement. **[F/L]** 4 credits

Gertraud Gutzmann

Offered Fall 2010

B. German Literature and Society (Taught in German)

300 Topics in German Culture and Society

Vom Krieg zum Konsens: German Film Since 1945

This course will investigate German film culture since the fall of the Third Reich. Included are works by Fatih Akin, Michael Haneke, Werner Herzog, Margarethe von Trotta and Wolfgang Staudte. Students will learn to analyze film and conduct basic research in German. Discussion will address aesthetic and technical issues; portrayals of race, gender, class and migration; divided Germany and its reunification; and filmic interventions into the legacy of Nazism. In German. Prerequisite: GER 250 or permission of the instructor.

[F] 4 credits

Joel Westerdale

Offered Spring 2011

348 Topics in the Culture and Language of Economic Life

Topic: Made in Germany: Culture and Commerce

What connection do money and manufacturing have to German literature, music, art, architecture and film? In this course we will investigate the reciprocal influence of culture and commerce in Germany from the Hanseatic League to the present, with attention to famous companies and products as well as to the current economic situation. Included will be works by, for

example, Gotthold Ephraim Lessing, Johann Wolfgang von Goethe, Heinrich Heine, Karl Marx, Richard Wagner, Adolf Menzel, Theodor Fontane, Gerhart Hauptmann, Käthe Kollwitz, Walthier Ruttmann, Bertolt Brecht and Heinrich Böll. **[F/L]** 4 credits

Judith Keyler-Mayer

Offered Fall 2010

360 Advanced Topics in German Studies

Each topic will focus on a particular literary epoch, movement, genre or author from German literary culture. All sections taught in German.

Reinventing the Germans in the 21st Century

Issues of immigration, globalization, energy and environmental policy, the war on terror, EU integration and wide-reaching changes in the social welfare system have provided the most recent impetus for another round of one of Germany's favorite national pastimes in the 20th century: asking "Who are we?" i.e., "Who are the Germans?" This seminar will briefly examine past efforts at building a German national, cultural and ethnic identity, as a basis for comparison with the vagaries of German identity in today's world. Emphasis will be placed on issues of the integration of minorities, the parameters of citizenship, youth culture, the media, Germany's political and military role in the world and other factors, which are in play in the current round of identity formation. Readings by Martin Walser, Günter Grass, W.G. Sebald, Baha Güncör, Fatma Bläser and others. 4 credits

Joseph McVeigh

Offered Spring 2011

400 Special Studies

Arranged in consultation with the department. Admission for junior and senior majors by permission of the department. 1–4 credits

Offered both semesters each year

C. Courses in English

161 The Cultures of German-Speaking Europe

This course provides curious students with a practical guide to the culture of German-speaking Europe from Teutonic barbarians to Teutonic rap. The main focus of this course will rest upon the interconnectedness of many diverse areas of German culture through the centuries (literature, art, philosophy, music, domestic

culture, popular culture) and their relationship to contemporary life and society. Class discussions and practice sessions will emphasize the integration of this knowledge into a wide variety of communicative settings from casual conversation to more formal modes of address. Conducted in English. No previous knowledge of German culture or language required. **[L/H]**

4 credits

Joseph McVeigh

Offered Fall 2010

Cross-Listed Courses

JUD 110j Elementary Yiddish

An introduction to Yiddish language in its cultural context. Fundamentals of grammar and vocabulary designed to facilitate reading and independent work with Yiddish texts. The course is divided into three parts: intensive language study every morning; a colloquium on aspects of Yiddish cultural history every other day; and an afternoon service internship with the collection of the National Yiddish Book Center, the largest depository of Yiddish books in the world. Admission by permission of the instructor; contact Justin Cammy prior to the November registration period. Smith enrollment limited to 9. **[H]** 4 credits

Taught on site at the National Yiddish Book Center. Offered jointly with Hampshire College and the National Yiddish Book Center.

Justin Cammy (Smith College), Rachel Rubinstein (Hampshire College) and staff of the National Yiddish Book Center

Offered Interterm 2011

D. Courses Offered on the Junior Year Abroad Program in Hamburg

260 Orientation Program in Hamburg

The Orientation Program has three main goals: 1) to ensure daily practice in spoken and written German needed for study at the University of Hamburg; 2) to offer a comprehensive introduction to current affairs in Germany (political parties, newspapers and magazines, economic concerns); 3) to offer extensive exposure to the cultural and social life of Hamburg and its

environs. Students are also introduced to German terminology and methodology in their respective majors, to German academic prose style, and to a characteristic German form of academic oral presentation, the *Referat*. The Orientation Program culminates in the presentation of a *Referat* on a topic in each student's academic area of concentration. 2 credits

Manfred Bonus, Andreas Stuhlmann and staff

Offered Fall 2010 for five weeks on the Junior Year in Hamburg

270 German History and Culture from 1871 to 1945

This course covers the Wilhelminian Empire, the Weimar Republic and the Third Reich. For the Weimar Republic, the focus will be on the political, economic, social and cultural issues the republic was facing. For the Third Reich, we will focus on the establishment of dictatorship; the persecution of Jews; everyday life in Hitler Germany; World War II; resistance and opposition; the end of the Third Reich. Limited to students enrolled in the JYA program. **[H/F]** 4 credits.

Rainer Nicolaysen

Offered Fall 2010 on the Junior Year in Hamburg

280 Theater in Hamburg: Topics and Trends in Contemporary German Theater

This course offers an introduction to the German theater system; through concentration on its historical and social role, its economics and administration. We will study the semiotics of theater and learn the technical vocabulary to describe and judge a performance. Plays will be by German authors from different periods. The JYA program will cover the cost of the tickets. Attendance at four or five performances is required. Limited to students enrolled in the JYA program. **[L/A/F]** 4 credits

Jutta Gutzeit

Offered Fall 2010 on the Junior Year in Hamburg

290 Studies in Language II

The objective of this course is to improve written and oral skills by building on work done during the orientation program. Emphasis in class will be on treatment of complex grammatical structures as well as dictations, grammar and listening comprehension. Students will be taught how to compose a term paper (*Hausarbeit*) in the German fashion. In addition, there will be an optional weekly phonetics tutorial. **[F]** 4 credits

Jutta Gutzeit

Offered Fall 2010 and Spring 2011 on the Junior Year in Hamburg

310 Studies in Language III

The objective of this course is to improve written and oral skills by building on work done during the orientation program or the winter semester. Emphasis in class will be on treatment of complex grammatical structures as well as dictations, grammar and listening comprehension. Students taking the course in the winter semester will be taught how to compose a term paper (*Hausarbeit*) in the German fashion. In addition, there will be an optional weekly phonetics tutorial. Preparation for the qualifying exam *Deutsch als Fremdsprache* at the University of Hamburg. Prerequisite: 290 or by placement. **(F)** 4 credits

Jutta Gutzeit

Offered Fall 2010, Spring 2011 on the Junior Year in Hamburg

320 Germany 1945–1990: Politics, Society and Culture in the Two German States

This course, which provides a continuation of 270, will cover the post-war period of occupation; the founding of two German states; German-German relations during the Cold War; and the reunification of Germany. Historical analysis; reading of selected literary works; screening of films. Prerequisite: 270 or permission of the instructor. Limited to students enrolled in the JYA program. **(L/H/F)** 4 credits

Rainer Nicolaysen

Offered Spring 2011 on the Junior Year in Hamburg

The Major

Advisers: Judith Keyler-Mayer, Joseph McVeigh, Joel Westerdale (Spring)

Adviser for Study Abroad: Joseph McVeigh

Courses other than those in the Smith catalogue taken during the Junior Year Abroad in Hamburg will be numbered differently and will be considered equivalent to (and upon occasion may be substituted for) required courses offered on the Smith campus, subject to the approval of the department.

Basis: GER 200 (Intermediate German)

Requirements: Ten courses (or 40 credits) beyond the basis.

Required Courses: GER 161, 250, 300, 330, 338 or 348, 350, 360

Electives: Five further courses, of which at least two must be in German.

Students may count FYS 156 or GER 211 toward the major, but not both.

Period Requirements: Students must take at least one course representing each of the following periods: before 1832; 1832–1933; 1933–present

A ten-page paper may serve as fulfillment of the period requirement for any of the three periods. If the course is outside of the department, the paper must deal with a specifically German topic.

Courses outside the Department of German Studies may be counted toward the major with prior departmental approval.

The Minor

Advisers: Judith Keyler-Mayer and Joseph McVeigh

Basis: GER 200 (Intermediate German)

Requirements: Six courses (or 24 credits) beyond the basis

Required Courses: Three courses are required: GER 161, GER 250, GER 350 or GER 360.

Electives: Three additional courses from those listed under the major, of which at least one must be in German.

Students may count FYS 156 or GER 211 toward the minor, but not both.

Courses other than those in the Smith Catalogue taken during the Junior Year Abroad in Hamburg will be numbered differently and will be considered equivalent to (and upon occasion may be substituted for) required courses offered on the Smith campus, subject to the approval of the department.

Courses outside the Department of German Studies may be counted toward the minor with prior departmental approval.

Honors

Directors: Joseph McVeigh

430d Honors Project

8 credits

Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Government

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

^{†2} Susan C. Bourque, Ph.D.

Steven Martin Goldstein, Ph.D.

^{†2} Donna Robinson Divine, Ph.D.

Martha A. Ackelsberg, Ph.D. (Government and Study of Women and Gender)

Donald C. Baumer, Ph.D.

^{†1} Dennis Yasutomo, Ph.D.

^{†1} Patrick Coby, Ph.D.

^{†1} Catharine Newbury, Ph.D.

Howard Gold, Ph.D., *Chair*

Gregory White, Ph.D.

Associate Professors

Velma E. Garcia, Ph.D.

^{†2} Alice L. Hearst, J.D., Ph.D.

Gary Lehring, Ph.D.

Mlada Bukovansky, Ph.D.

^{†2} Marc Lendler, Ph.D.

Assistant Professor

Brent Durbin, Ph.D.

Visiting Assistant Professor

Cyril Ghosh

Adjunct Associate Professor

Robert Hauck, Ph.D.

Lecturers

Timothy Ruback

Michael Klare

Jon Western

Alumna Coordinator, Picker Semester-in-Washington

Annie Russo Bellavia

Research Associate

Michael Clancy

For first-year students in their first semester, admission to 200-level courses, excepting GOV 200, GOV 220 and GOV 241, is only by permission of the instructor.

Seminars require the permission of the instructor and ordinarily presume a 200-level course in the same field.

100 Introduction to Political Thinking

A study of the leading ideas of the Western political tradition, focusing on such topics as justice, power, legitimacy, revolution, freedom, equality and forms of government—democracy especially. Lecture/discussion format taught in independent sections, with one or more sections designated Writing Intensive (WI). Open to all students. Entering students considering a major in government are strongly encouraged to take the course in their first year, either in the fall or the spring semester. **[S]** 4 credits

Susan C. Bourque, Donna Robinson Divine, Gary Lehring, Fall 2010

Steven Goldstein, Cyril Ghosh, Spring 2011

Martha Ackelsberg, Steven Goldstein, Gary Lehring, Fall 2011

Patrick Coby, *To be announced*, Spring 2012

190 Empirical Methods in Political Science

The fundamental problems in summarizing, interpreting and analyzing empirical data. Topics include research design and measurement, descriptive statistics, sampling, significance tests, correlation and regression. Special attention will be paid to survey data and to data analysis using computer software. **[S/M]** 4 credits

Howard Gold

Offered Spring 2011, Spring 2012

American Government

200 is suggested preparation for all other courses in this field.

200 American Government

A study of the politics and governance in the United States. Special emphasis is placed on how the major institutions of American government are influenced by public opinion and citizen behavior and how all of these forces interact in the determination of government policy. **{S}** 4 credits

Donald Baumer

Offered Spring 2011, Spring 2012

201 American Constitutional Interpretation

The study of Supreme Court decisions, documents, and other writings dealing with Constitutional theory and interpretation. Special attention is given to understanding the institutional role of the Supreme Court. Not open to first-year students. **{S}** 4 credits

Alice Hearst

Offered Fall 2010

202 American Constitutional Law: The Bill of Rights and the Fourteenth Amendment

Fundamental rights of persons and citizens as interpreted by decisions of the Supreme Court, with emphasis on the interpretation of the Bill of Rights and the Fourteenth Amendment. **{S}** 4 credits

Alice Hearst

Offered Spring 2011

205 Colloquium: Strange Bedfellows: State Power and Regulation of the Family

Explores the status of the family in American political life, and its role as a mediating structure between the individual and the state. Emphasis will be placed on the role of the courts in articulating the rights of the family and its members. Limited enrollment. Suggested preparation GOV 202 or WST 225. **{S}** 4 credits

Alice Hearst

Offered Fall 2010

206 The American Presidency

An analysis of the executive power in its constitutional setting and of the changing character of the executive branch. **{S}** 4 credits

Marc Lendler

Offered Spring 2012

207 Politics of Public Policy

A thorough introduction to the study of public policy in the United States. A theoretical overview of the policy process provides the framework for an analysis of sev-

eral substantive policy areas, to be announced at the beginning of the term. **{S}** 4 credits

Donald Baumer

Offered Fall 2011

208 Elections in the Political Order

An examination and analysis of electoral politics in the United States. Voting and elections are viewed in the context of democracy. Topics include electoral participation, presidential selection, campaigns, electoral behavior, public opinion, parties and Congressional elections. Special attention will be paid to the 2000 presidential election. **{S}** 4 credits

Howard Gold

Offered Fall 2010

209 Colloquium: Congress and the Legislative Process

An analysis of the legislative process in the United States focused on the contemporary role of Congress in the policy making process. In addition to examining the structure and operation of Congress, we will explore the tension inherent in the design of Congress as the maker of public policy for the entire country while somehow simultaneously representing the diverse and often conflicting interests of citizens from 50 different states and 435 separate Congressional districts. Enrollment limited to 20. **{S}** 4 credits

Donald Baumer

Offered Fall 2010

210 Public Opinion and Mass Media in the United States

This course examines and analyzes American public opinion and the impact of the mass media on politics. Topics include political socialization, political culture, attitude formation and change, linkages between public opinion and policy, and the use of surveys to measure public opinion. Emphasis on the media's role in shaping public preferences and politics. **{S}** 4 credits

Howard Gold

Offered Fall 2011

213 Colloquium: The Bush Years

PENDING CAP APPROVAL

This course will look at the eight years of the Bush presidency, including his election, domestic issues such as tax cuts, response to 9/11, the lead up to and conduct of the war in Iraq, the controversies around the "unitary presidency," the response to Hurricane Katrina, and the financial destabilization of 2008. The purpose will be to

bring perspective to those years. Enrollment limited to 20. Prerequisite is at least one other course in American Government. (E) **[S]** 4 credits

Marc Lendler

Offered Spring 2011

214 Colloquium: Free Speech in America

An examination of the application of the First Amendment in historical context. Special attention to contemporary speech rights controversies. Enrollment limited to 20. **[S]** 4 credits

Marc Lendler

Offered Fall 2010

215 Colloquium: The Clinton Years

This is a course about the eight years of the Clinton Presidency. It will cover the elections, policy debates, foreign policy, battles with the Republican Congress and impeachment. The purpose is to begin the task of bringing perspective to those years. Prerequisites: One American government course and permission of the instructor. Enrollment limited to 20. **[S]** 4 credits

Marc Lendler

Offered Fall 2010

217 Colloquium: The Politics of Wealth and Poverty in the U.S.

This course examines changing patterns of wealth and income inequality in the U.S. We will explore how these inequalities have developed over time and various responses to them, both at the level of public policy, and at the level of popular activism and/or social mobilizations. We'll pay particular attention to the ways gender, race, sexuality and ethnic differences interact in the structuring of social and political, as well as economic, inequalities. Enrollment is limited to 20 students. Prerequisite: Gov 100 or a course in U.S. politics. **[S]** 4 credits

Martha Ackelsberg

Offered Spring 2012

304 Seminar in American Government

Topic: Pathologies of Power. A comparative examination of McCarthyism, Watergate and Iran-Contra. A look at how our political institutions function under stress. Prerequisite: a 200 level course in American Government. **[S]** 4 credits

Marc Lendler

Offered Spring 2011

306 Seminar in American Government

Topic: Politics and the Environment. An examination of environmental policy making within the federal government, with special emphasis on how Congress deals with environmental policy issues. A variety of substantive policy areas from clean air to toxic waste will be covered. Students will complete research papers on an environmental policy topic of their choice. Prerequisite: a 200-level course in American government. **[S]** 4 credits

Donald Baumer

Offered Spring 2011, Spring 2012

307 Seminar in American Government

Topic: Latinos and Politics in the U.S. An examination of the role of Latinos in society and politics in the U.S. Issues to be analyzed include immigration, education, electoral politics and gender. **[S]** 4 credits

Velma Garcia

Offered Fall 2010

312 Seminar in American Government

Topic: Political Behavior in the United States. An examination of selected topics related to American political behavior. Themes include empirical analysis, partisanship, voting behavior and turnout, public opinion and racial attitudes. Student projects will involve analysis of survey data. **[S]** 4 credits

Howard Gold

Offered Fall 2010, Fall 2011

411 Washington Seminar in American Government

Policy-making in the national government. Open only to members of the Semester-in-Washington Program. Given in Washington, D.C. 4 credits

Robert Hauck

Offered Fall 2010, Fall 2011

412 Semester-in-Washington Research Project

Open only to members of the Semester-in-Washington Program. 8 credits

Donald Baumer

Offered Fall 2010, Fall 2011

413 Washington Seminar: The Art and Craft of Political Science Research

This seminar is designed to provide students participating in the Washington Internship Program with an overview of the various approaches to conducting research in the discipline of political science. Students

will be introduced to methods of quantitative and qualitative research, data acquisition and hypothesis testing. The seminar's more specific goal is to help students understand the process of planning, organizing and writing an analytical political science research paper. Enrollment limited to juniors and seniors in the Washington Internship Program. **[S]** 2 credits

Robert J.P. Hauck

Offered Fall 2010, Fall 2011

Comparative Government

220 Introduction to Comparative Politics

This course introduces the study of comparative political analysis through the comparative study of democratization. It weaves conceptual approaches with case studies of historic as well as contemporary political systems. The focus is on the major approaches and controversies in the study of democratization as well as the manner in which this conceptual literature has been applied to—but also reshaped by—the evolution of specific political systems. **[S]** 4 credits

Velma Garcia

Offered Spring 2011, Spring 2012

221 European Politics

This course focuses on the development of European democratic institutions in the context of military and economic conflict and cooperation. Includes an introduction to the process of European integration. **[S]** 4 credits

Mlada Bukovansky

Offered Fall 2011

223 Russian Politics

After a brief discussion of the origins, evolution and collapse of the Soviet system, this course will focus on the politics of contemporary Russia. Issues to be addressed include constitutional change, electoral behavior, the role of civil society and the course of economic reform. **[S]** 4 credits

Steven Goldstein

Offered Spring 2011, Spring 2012

226 Latin American Political Systems

A comparative analysis of Latin American political systems. Emphasis on the politics of development, the problems of leadership, legitimacy and regime conti-

nunity. A wide range of countries and political issues will be covered. **[S]** 4 credits

Velma Garcia

Offered Fall 2010, Fall 2011

227 Contemporary African Politics

This survey course examines the ever-changing political and economic landscape of the African continent. The course aims to provide students with an understanding of the unique historical, economic and social variables that shape modern African politics, and will introduce students to various theoretical and analytical approaches to the study of Africa's political development. Central themes will include the ongoing processes of nation-building and democratization, the constitutional question, the international relations of Africa, issues of peace and security and Africa's political economy. Enrollment limited to 35. **[S]** 4 credits

Catharine Newbury

Offered Spring 2012

228 Government and Politics of Japan

An introductory survey and analysis of the development of postwar Japanese politics. Emphasis on Japanese political culture and on formal and informal political institutions and processes, including political parties, the bureaucracy, interest groups and electoral and factional politics. **[S]** 4 credits

Dennis Yasutomo

Offered Fall 2011

229 Government and Politics of Israel

A historical analysis of the establishment of the State of Israel and the formation of its economy, society and culture. Discussions will focus on the Zionist movement in Europe and the United States, the growth and development of Jewish economic and political institutions in the land of Israel, and the revival of the Hebrew language. **[S]** 4 credits

Donna Robinson Divine

Offered Fall 2010

230 Government and Politics of China

Treatment of traditional and transitional China, followed by analysis of the political system of the People's Republic of China. Discussion centers on such topics as problems of economic and social change, policy formulation and patterns of party and state power. **[S]** 4 credits

Steven Goldstein

Offered Fall 2010, Fall 2011

232 Women and Politics in Africa

This course will explore the genesis and effects of political activism by women in Africa, which some believe represents a new African feminism, and its implications for state/civil society relations in contemporary Africa. Topics will include the historical effects of colonialism on the economic, social and political roles of African women, the nature of urban/rural distinctions and the diverse responses by women to the economic and political crises of postcolonial African polities. Case studies of specific African countries, with readings of novels and women's life histories as well as analyses by social scientists. **[S]** 4 credits

Catharine Newbury

Offered Fall 2011

237 Colloquium: Politics and the U.S./Mexico Border

This course examines the most important issues facing the U.S./Mexico border: NAFTA, industrialization and the emergence of the maquiladoras (twin plants); labor migration and immigration; the environment; drug trafficking; the militarization of the border; and border culture and identity. The course begins with a comparison of contending perspectives on globalization before proceeding to a short overview of the historical literature on the creation of the U.S./Mexico border. Though at the present time the border has become increasingly militarized, the boundary dividing the U.S. and Mexico has traditionally been relatively porous, allowing people, capital, goods and ideas to flow back and forth. The course will focus on the border as a region historically marked both by conflict and interdependence. Open to majors in Government and/or Latin American Studies; others by permission of the instructor. Enrollment limited to 20. **[S]** 4 credits

Velma Garcia

Offered Spring 2012

321 Seminar in Comparative Government

Topic: The Rwanda Genocide in Comparative Perspective. In 1994, Rwanda was engulfed by violence that caused untold human suffering, left more than half a million people dead, and reverberated throughout the Central African region. Using a comparative perspective, this seminar explores parallels and contrasts between Rwanda and other cases of genocide and mass murder in the 20th century. Topics include the nature, causes, and consequences of genocide in Rwanda, regional dynamics, the failure of the international community to intervene, and efforts to promote justice

through the U.N. International Criminal Tribunal for Rwanda. We will also consider theories of genocide and their applicability to Rwanda, exploring comparisons with other cases such as the Armenian genocide, the Holocaust, the destruction of the Herero, and war in Liberia and the Democratic Republic of the Congo. **[S]** 4 credits

Catharine Newbury

Offered Spring 2011

322 Seminar in Comparative Government

Topic: Mexican Politics from 1910–Present. An in-depth examination of contemporary political and social issues in Mexico. The country, once described as the “perfect dictatorship,” is in the process of undergoing a series of deep political and economic changes. This seminar provides an examination of the historical foundations of modern Mexican politics, beginning with the Revolution. In addition, it examines a series of current challenges, including the transition from one-party rule, the neo liberal economic experiment and NAFTA, border issues, the impact of drug trafficking and rebellion in Chiapas. **[S]** 4 credits

Velma Garcia

Offered Fall 2011

International Relations

241 is suggested preparation for all other courses in this field.

241 International Politics

An introduction to the theoretical and empirical analysis of the interactions of states in the international system. Emphasis is given to the historical evolution of the international system, security politics, the role of international norms in shaping behavior, and the influence of the world economy on international relations. Not a course in current events. Enrollment limited to 70. **[S]** 4 credits

Mlada Bukovansky, Fall 2010

Gregory White, Spring 2011

Brent Durbin, Fall 2011

Mlada Bukovansky, Spring 2012

Offered both semesters each year

242 International Political Economy

This course begins with an examination of the broad theoretical paradigms in international political economy (IPE), including the liberal, economic

nationalist, structuralist and feminist perspectives. The course analyzes critical debates in the post–World War II period, including the role of the Bretton Woods institutions (World Bank group and IMF), international trade and development, the debt question, poverty and global inequality, and the broad question of “globalization.” Prerequisite: 241 or permission of the instructor. Enrollment limited to 40. **{S}** 4 credits

Mlada Bukovansky

Offered Spring 2011, Fall 2011

244 Foreign Policy of the United States

In this course we ask and answer the following questions: Just what is “United States foreign policy?” By what processes does the U.S. define its interests in the global arena? What instruments does the U.S. possess to further those interests? Finally, what specific foreign policy questions are generating debate today? Prerequisite: 241 or permission of the instructor. **{S}** 4 credits

Brent Durbin

Offered Spring 2011, Spring 2012

246 Colloquium: Politics and the Experience of War

An exploration of how war impacts the political views of soldiers and other participants. This course surveys several conflicts from the last century through the eyes of combatants, considering both national and individual motives for going to war, and evaluating the effects of fighting on the personal politics of soldiers. Core readings will include scholarship on political socialization, nationalism, military culture, faith and trauma, as well as accounts of war written by soldiers. Enrollment limited to 20. **{S}** 4 credits

Brent Durbin

Offered Fall 2011

248 The Arab–Israeli Dispute

An analysis of the causes of the dispute and of efforts to resolve it; an examination of Great Power involvement. An historical survey of the influence of Great Power rivalry on relationships between Israel and the Arab States and between Israelis and Palestinian Arabs. Consideration of the several Arab–Israeli wars and the tensions, terrorism and violence unleashed by the dispute. No prerequisites. **{S}** 4 credits

Donna Robinson Divine

Offered Spring 2011

249 Colloquium: International Human Rights

PENDING CAP APPROVAL

This course examines international human rights and the legal regime designed to protect them. Beginning with a theoretical inquiry into the justification of human rights, the course moves into an analysis of the contemporary system, from the UN to regional associations to NGOs. With that background in place, the course turns to specific topics, including the rights of vulnerable persons (women, children, minority communities, internally and externally displaced persons); human rights concerns arising from globalization and corporate responsibility; environmental concerns; and issues of peacekeeping. It concludes by examining enforcement strategies, from humanitarian intervention to political mobilization to judicial enforcement of rights in both domestic and international tribunals. Enrollment limited to 20. (E) **{S}** 4 credits

Alice Hearst

Offered Spring 2011

251 Foreign Policy of Japan

Analysis of Japan’s diplomacy and foreign policy since World War II. Emphasis on various approaches to the study of Japan’s external relations, and on contending national identities debated in Japan, including pacifist, neo-mercantilist, civilian, normative and normal nation images. Case studies focus on relations with the U.S., Europe, East through Central Asia and other non-Western regions. **{S}** 4 credits

Dennis Yasutomo

Offered Spring 2012

252 International Organizations

What role do international organizations play in world politics, and what role should they play? Do international organizations represent humanity’s higher aspirations, or are they simply tools of the wealthy and powerful? This course explores the problems and processes of international organizations by drawing on theoretical, historical, and contemporary sources and perspectives. We focus on three contemporary organizations: the United Nations, the World Trade Organization and the European Union. Prerequisite: 241 or permission of the instructor. **{S}** 4 credits

Mlada Bukovansky

Offered Spring 2011

254 Colloquium: Politics of the Global Environment

An introductory survey of the environmental implications of the international political economy. The focus is on the changing role of the state and the politics of industrial development. Special emphasis is devoted to the controversies and issues that have emerged since the 1950s, including the tragedy of the commons, sustainable development, global warming and environmental security. Special attention is also accorded to North-South relations and the politics of indigenous peoples. Prerequisite: 241 or permission of the instructor. Enrollment limited to 20. **[S]** 4 credits

Gregory White

Offered Fall 2010, Fall 2011

257 Refugee Politics

This course examines refugees—i.e., people displaced within their country, to another country or, perhaps, somewhere “in between.” Refugee politics prompt a consideration of the cause of refugee movements; persecution, flight, asylum and resettlement dynamics; the international response to humanitarian crises; and the “position” of refugees in the international system. In addition to international relations theory, the seminar focuses on historical studies, international law, comparative politics, refugee policy studies and anthropological approaches to displacement and “foreignness.” Although special attention is devoted to Africa, other cases of refugee politics are examined. Open to majors in government; others by permission of the instructor. Enrollment limited to 40. **[S]** 4 credits

Gregory White

Offered Fall 2010, Spring 2012

341 Seminar in International Relations

Politics of Torture

The U.S. government’s recent use of torture in the War on Terror leads to questions of the state’s relationship to international law, of the relationship between state power and political responsibility, and of the intersection between statecraft and human living, dying and surviving. Any inquiry into the politics of torture must not only consider torture as a subject for international relations (i.e. treaties outlawing torture) but also torture as the practice of international relations (i.e. torture as an instrument of state policy). In this course, we will investigate how torture fits within state policy and the logic of sovereignty. In so doing, we will consider: (1) examples of how torture is used today; (2)

the history of norms opposing torture; (3) torture in a colonial context and (4) the politics of justifying torture. In so doing, we will ground an investigation of the politics of torture in its source—human bodies—and explore the political and physical consequences of this systematic violence. **[S]** 4 credits

Timothy Ruback

Offered Fall 2010

Global Terrorism

This course will give an in-depth examination of the nature, causes, tactics and responses to global terrorism. It considers both theoretical and empirical literature on terrorism to ask the following questions: Why is terrorism so difficult to define? Why do groups choose terrorist tactics? What is the history of terrorism in the state system? What are the various ways states can combat terrorism? How has globalization changed both terrorism and counterterrorism? How effective are the U.S.’s current counter-terrorism tactics, and what else have they brought about? Prerequisite: GOV 241 or permission of the instructor. (E) **[S]** 4 credits

Timothy Ruback

Offered Spring 2011

343 Seminar in International Politics and Comparative Politics

Topic: Corruption and Global Governance. What can international institutions such as the International Monetary Fund and the World Bank do about corruption? This seminar explores the theoretical and practical dimensions of the problem of corruption, and analyzes how states and international organizations have attempted to combat the problem. **[S]** 4 credits

Mlada Bukovansky

Offered Fall 2010, Spring 2012

344 Seminar on Foreign Policy of the Chinese People’s Republic

After examining the historical roots of the foreign policy of the People’s Republic of China both before and after its establishment in 1949, the seminar will focus on the process and substance of the nation’s contemporary international behavior. **[S]** 4 credits

Steven Goldstein

Offered Fall 2010, Spring 2012

345 Seminar in International Politics

Topic: Intelligence. How do governments learn about the threats facing them and their citizens? What is

the proper balance between liberty and security in a democratic society? Why did the U.S. government fail to prevent the 9/11 attacks, and what can be done to ensure against such attacks in the future? This course considers these and other questions through the lens of the U.S. intelligence community. The modern American intelligence system was established in the wake of World War II and has since grown to comprise eighteen different agencies requiring upwards of \$50 billion per year in funding. We will review the history of this system, both at home and abroad, with special attention to the Central Intelligence Agency and its often controversial role in U.S. foreign policy. **{S}** 4 credits.

Brent Durbin

Offered Fall 2010, Spring 2012

347 Seminar in International Politics and Comparative Politics

Topic: North Africa in the International System. This seminar examines the history and political economy of Morocco, Tunisia and Algeria—the Maghreb—focusing on the post-independence era. Where relevant, Mauritania and Libya will be treated. The seminar sets Maghrebi politics in the broader context of its regional situation within the Mediterranean (Europe and the Middle East), as well as its relationship to sub-Saharan Africa and North America. Study is devoted to: (1) the independence struggle; (2) the colonial legacy; (3) contemporary political economy; and (4) post-colonial politics and society. Special attention will be devoted to the politics of Islam, the “status” of women and democratization. **{S}** 4 credits

Gregory White

Offered Spring 2011, Spring 2012

348 Seminar in International Politics

Topic: Conflict and Cooperation in Asia. The seminar will identify and analyze the sources and patterns of conflict and cooperation among Asian states and between Asian and Western countries in the contemporary period. The course will conclude by evaluating prospects for current efforts to create a new “Asia Pacific Community.” Permission of the instructor is required. **{S}** 4 credits

Dennis Yasutomo

Offered Fall 2011

Political Theory

261 Ancient and Medieval Political Theory

An examination of the great thinkers of the classical and (time permitting) medieval periods. Possible topics include family and the state, freedom and the gods, war and faction, politics and philosophy, secular and religious authority, justice, citizenship, regimes and natural law. Selected authors include Sophocles, Aeschylus, Aristophanes, Thucydides, Xenophon, Plato, Aristotle, Polybius, Cicero, Lucretious, Augustine, Aquinas and Marsilius. **{S}** 4 credits

Patrick Coby

Offered Fall 2011

262 Early Modern Political Theory, 1500–1800

A study of Machiavellian power-politics and of efforts by social contract and utilitarian liberals to render that politics safe and humane. Topics considered include political behavior, republican liberty, empire and war; the state of nature, natural law/natural right, sovereignty and peace; limitations on power, the general will and liberalism's relation to moral theory, religion and economics. Readings from Machiavelli, Hobbes, Locke, Rousseau, Hume, Smith and others; also novels and plays. **{S}** 4 credits

Patrick Coby

Offered Spring 2012

263 Political Theory of the 19th Century

A study of the major liberal and radical political theories of the 19th century, with emphasis on the writings of Hegel, Marx, Tocqueville, Mill and Nietzsche. Not open to first-year students. **{S}** 4 credits

Gary Lebring

Offered Spring 2011

266 Political Theory of the 20th Century

A study of major ideas and thinkers of the 20th century. Possible thinkers include Weber, Freud, Althusser, Arendt, Foucault, Irigaray, Gramsci, Habermas, Adorno, Horkheimer, Rawls and Wells. Topics addressed may include neo-Marxism, feminism, ideology, postmodernism and multiculturalism. Successful completion of Gov 100 and/or other political theory course is strongly suggested. **{S}** 4 credits

Gary Lebring

Offered Fall 2010

267 Problems in Democratic Thought

What is democracy? We begin with readings of Aristotle, Rousseau and Mill to introduce some issues associated with the ideal of democratic self-government: participation, equality, majority rule vs. minority rights, the common good, pluralism, community. Readings will include selections from liberal, radical, socialist, libertarian, multiculturalist and feminist political thought. Not open to first-year students. **{S}** 4 credits

Martha Ackelsberg

Offered Fall 2011

269 Politics of Gender and Sexuality

An examination of gender and sexuality as subjects of theoretical investigation, historically constructed in ways that have made possible various forms of regulation and scrutiny today. We will focus on the way in which traditional views of gender and sexuality still resonate with us in the modern world, helping to shape legislation and public opinion, creating substantial barriers to cultural and political change. **{S}** 4 credits

Gary Lebring

Offered Fall 2011

270 The Politics of Minority Rights

This course will examine the politics surrounding minority rights in the U.S. since World War II, with special emphasis on the politics of race, class, gender, sexuality and citizenship. Our aim will be to trace the accomplishments and limitations of public policy in including minorities in the full set of social, political and economic spheres. Through readings, lectures and discussions, we will analyze debates related to contemporary minority inclusion like school (re)segregation, universal healthcare and job losses for low-skilled American workers. We will also critically evaluate such behemoths of minority politics as affirmative action, Title IX, same-sex marriage, the Americans with Disabilities Act (1990) and so on. (E) **{S}** 4 credits

Cyril Ghosh

Offered Fall 2010

271 American Dream as Ideology

This reading-intensive course examines the principal tenets of the American Dream (individualism, equal opportunity, and success), its roots in the Protestant Ethic, its relationship with immigration, race, ethnicity, citizenship, upward mobility, income inequality and the "politics of inclusion" offered by American Dream

talk in contemporary American political rhetoric. Throughout the course we will examine the problems and prospects associated with the American Dream as an "ideology of success." (E) **{S}** 4 credits

Cyril Ghosh

Offered Fall 2010

362 Seminar in Political Theory

Topic: Religion and Democracy. Across the globe, religion appears to be steadily inserting itself into politics. In this course, we will examine themes such as liberalism, the separation of church and state, democracy, the burgeoning of the New Christian Right in the United States, Islam's relationship with liberalism, and the growth of Hindu Nationalism in South Asia. The purpose of the course is to investigate some of the tensions that exist between democratic practices and deeply-held religious convictions in order to discover whether any synthesis of religion and politics is at all possible in an increasingly modernizing and globalizing world. **{S}** 4 credits

Cyril Ghosh

Offered Spring 2011

363 Seminar in Political Theory

The Body Politic: Politics of the Body

This seminar examines the contemporary politicization of human bodies focusing on the way bodies have become represented, imagined, dispersed, monitored, regulated and inscribed within and through recently emergent political struggles. Often providing new forms of resistance to the dominant social text, new bodily and political possibilities bring with them new modes of surveillance and containment of bodies and politics. Issues we will explore include the following: abortion, reproduction, AIDS, gender subversion, sexual acts and identities, political torture and terminal illness. **{S}** 4 credits

Gary Lebring

Offered Spring 2011

Lesbian and Gay Politics

An exploration of the lesbian and gay political movement in the United States, this seminar will begin with the invention of the medical model of "homosexuality" in the 19th century and trace the rise of a lesbian/gay/bisexual political movement through the 20th century. The course will adopt a historical approach, examining

issues of policy, politics and identity from within these different time periods, including an examination of the rise in lesbian and gay multiculturalism and the advent of lesbian and gay studies as an academic discipline. Prerequisite: 100 or a course in feminist theory. **{S}** 4 credits.

Gary Lehring

Offered Spring 2012

Cross-listed Courses

EAS 210 Colloquium: Topics in East Asian Studies

{S} 4 credits

Dennis Yasutomo

Offered Spring 2012

404 Special Studies

Admission for majors by permission of the department.
4 credits

Offered both semesters each year

408d Special Studies

Admission for majors by permission of the department.
8 credits

Full-year course; Offered each year

The Major

Advisers: Martha Ackelsberg, Donald Baumer, Mlada Bukovansky, Patrick Coby, Donna Robinson Divine, Brent Durbin, Velma Garcia, Howard Gold, Steven Goldstein, Alice Hearst, Marc Lendler, Gary Lehring, Catharine Newbury, Gregory White, Dennis Yasutomo

Graduate School Adviser: Steven Goldstein

Director of the Jean Picker Semester-in-Washington

Program: Donald Baumer

Basis: 100.

Requirements: 10 semester courses, including the following:

1. 100;
2. one course at the 200 level in each of the following fields: American government, comparative government, international relations and political theory;

3. two additional courses, one of which must be a seminar, and both of which must be related to one of the courses taken under (2); they may be in the same sub-field of the department, or they may be in other sub-fields, in which case a rationale for their choice must be accepted by the student and her adviser; and
4. three additional elective courses. Majors are encouraged to select 190 as one of their electives.

Majors may spend the junior year abroad if they meet the college requirements.

The Minor

Advisers: Same as those listed for the major

Based on 100. The minor consists of six courses, which shall include five additional courses, including at least one course from two of the four fields identified as requirements for the major.

Honors

Director: Gary Lehring

430d Honors Project

8 credits

431 Honors Project

8 credits

Offered Fall 2010, Fall 2011

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Jean Picker Semester-in-Washington Program

The Jean Picker Semester-in-Washington Program is a first-semester program open to Smith junior and senior government majors and to other Smith juniors and seniors with appropriate background in the social sciences. It provides students with an opportunity to study processes by which public policy is made and imple-

mented at the national level. Students are normally resident in Washington from the June preceding the semester through December.

Applications for enrollment should be made through the director of the Semester-in-Washington Program no later than November 1 of the preceding year. Enrollment is limited to 12 students, and the program is not mounted for fewer than six.

Before beginning the semester in Washington, the student must have satisfactorily completed at least one course in American national government at the 200 level selected from the following courses: 200, 201, 202, 206, 207, 208, 209, 210 and 211. In addition, a successful applicant must show promise of capacity for independent work. An applicant must have an excess of two credits on her record preceding the semester in Washington.

For satisfactory completion of the Semester-in-Washington Program, 14 credits are granted: four credits for a seminar in policymaking (411); 2 credits for GOV 413, seminar on political science research; and eight credits for an independent research project (412), culminating in a long paper.

No student may write an honors thesis in the same field in which she has written her long paper in the Washington seminar, unless the department, upon petition, grants a specific exemption from this policy.

The program is directed by a member of the Smith College faculty, who is responsible for selecting the interns and assisting them in obtaining placement in appropriate offices in Washington, and directing the independent research project through tutorial sessions. The seminar is conducted by an adjunct professor resident in Washington.

Students participating in the program pay full tuition for the semester. They do not pay any fees for residence at the college but are required to pay for their own room and board in Washington during the fall semester.

History

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

^{**2} Daniel K. Gardner, Ph.D.

David Newbury, Ph.D. (History and African Studies)

Ann Zulawski, Ph.D. (History and Latin American Studies), *Chair*

Richard Lim, Ph.D.

Associate Professors

Ernest Benz, Ph.D.

¹² Jennifer Guglielmo, Ph.D.

Assistant Professors

^{*1} Darcy Buerkle, Ph.D.

Marnie Anderson, Ph.D.

Nadya Sbaiti, Ph.D.

Elizabeth Stordeur Pryor, Ph.D.

Joshua C. Birk, Ph.D.

Five College Assistant Professor of Russian History

Sergey Glebov, Ph.D.

Associated Faculty

Daniel Horowitz, Ph.D. (American Studies and History)

Robert B. Merritt, Ph.D. (Biological Sciences)

Lecturers

Ellie Yunjung Choi, Ph.D.

Peter Gunn, M.Ed.

Jennifer Hall-Witt, Ph.D.

Jonathan Lipman, Ph.D.

Dawn Peterson, M.Phil.

Research Associates

Daniel W. Brown, Ph.D.

Sean Gilsdorf, Ph.D.

Erika Laquer, Ph.D.

Ann Ramsey, Ph.D.

Marylynn Salmon, Ph.D.

Revan Schendler, Ph.D.

Robert Weir, Ph.D.

History courses at the 100- and 200-levels are open to all students unless otherwise indicated. Admission to seminars (300-level) assumes prior preparation in the field and is by permission of the instructor.

A reading knowledge of foreign languages is highly desirable and is especially recommended for students planning a major in history.

Cross-listed courses retain their home department or program designations.

101 Introduction to Historical Inquiry

Colloquia with a limited enrollment of 18 and surveys, both designed to introduce the study of history to students at the beginning level. Emphasis on the sources and methods of historical analysis. Recommended for all students with an interest in history and those considering a History major or minor.

Topic: Biography and History in Africa

Fascinating in themselves, biographies also serve as a foundation to history. This course looks at biographies

from Africa, both in print and in film presentations, assessing the lives represented as reflections of history in practice. Examples from many regions of Africa; from precolonial, colonial and more recent periods; from women as well as men; and from common people as well as leaders. The course stresses writing skills as well as careful reading; writing includes short essays on the books read and critical reflections on the relationship of biography to history. **[H]** 4 credits

David Newbury

Offered Fall 2010, Fall 2011

Topic: Soviet History Through Film

The course treats films produced during the Soviet era as cultural artifacts. Studying these films in their proper contexts introduces basic tools for historians: how to approach a historical artifact, how to read sources critically, and how to reconstruct intended and unintended meanings. The course follows the traditional outline of Soviet history, beginning with the Bolshevik takeover in October 1917 and ending with the post-Soviet period.

Topics include the cultural experimentation of the 1920s, collectivization, industrialization, the Great Terror, World War II, the Cold War and the rise of the Soviet middle class in the 1960s and 1970s. Enrollment limited to first-years and sophomores. **[H]** 4 credits

Sergey Glebov

Offered Fall 2010

EAS 100 Introduction to Modern East Asia

This course looks comparatively at the histories of China, Japan, Korea from the late 18th century to the present. It examines the struggles of these countries to preserve or regain their independence and establish their national identities in a rapidly emerging and often violent modern world order. While each of these countries has its own distinctive identity, their overlapping histories (and dilemmas) give the region a coherent identity. We also will look at how individuals respond to and are shaped by larger historical movements. **[H]** 4 credits

Jonatban Lipman, Fall 2010

Marnie Anderson, Fall 2011

Offered Fall 2010, Fall 2011

FYS 142 Reacting to the Past

This is an interdepartmental, first-year seminar-based on historical role-playing. In it students enact moments of high drama from the distant and not-so-distant past, and from cultures strange and engrossing. The seminar consists of three competitive games, "The Threshold of Democracy: Athens in 403 B.C."; "Confucianism and the Succession Crisis of the Wanli Emperor"; "The Trial of Anne Hutchinson." Class sessions are run by students; the instructor sets up the games and functions as an adviser. Students work in groups, debate issues, negotiate agreements, cast votes and strive to achieve the group's objectives. Course materials include game rules, historical readings, detailed role assignments and classic texts (e.g., Plato's *Republic*, the *Analects* of Confucius). Papers are all game- and role-specific; there are no exams. Enrollment limited to 16 first-year students. **WI [H]** 4 credits

Section: *Daniel Gardner*

Offered Fall 2010, Fall 2011

Lectures and Colloquia

Lectures (L) are normally limited to 40 students. Colloquia (C) are primarily reading and discussion courses

limited to 18. Lectures and colloquia are open to all students unless otherwise indicated. In certain cases, students may enroll in colloquia for seminar credit with permission of the instructor.

Antiquity

201 (C) The Silk Road

The premodern contacts, imagined and real, between East and West. Cultural, religious and technological exchanges between China, India and Rome. The interactions between these sedentary societies and their nomadic neighbors. The rise and fall of nomadic empires such as that of the Mongols. Trade, exploration and conquest on the Eurasian continent. We will sample pertinent travel accounts as a form of ethnographical knowledge that reproduces notions of cultural identity and civilization. **[H]** 4 credits

Richard Lim

Offered Fall 2011

202 (L) Ancient Greece

The emergence of the Greek world from the Dark Age to Philip II of Macedon, c. 800–336 B.C.E., focusing on the politics, society and culture of late archaic and classical Greece. Main topics include colonization, tyranny, hoplites and city-state society; the Persian Wars; Sparta and Athens; Athenian empire and democracy; the rise of Macedon. **[H]** 4 credits

Richard Lim

Offered Fall 2010

203 (L) Alexander the Great and the Hellenistic World

Following Alexander of Macedon's conquest of the Persian Empire, a Greek-speaking commonwealth stretched from the Mediterranean to India. This course examines this dynamic period of history to the coming of the Romans. Main topics include Alexander and his legacy; Greek conquerors and native peoples in contact and conflict; kings, cities and experimentation with multi-ethnic society; unity and diversity in Hellenistic Egypt, Syria and Judea; new developments in science and religion. **[H]** 4 credits

Richard Lim

Offered Spring 2011

204 (L) The Roman Republic

A survey of the developing social, cultural and political world of Rome as the city assumed dominance in the Mediterranean. Achievements of the Roman state, plebeians and patricians, the Roman family and slavery;

encounters with local cultures in North Africa, Gaul and the Greek East; problems of imperial expansion and social conflicts. **{H}** 4 credits

Richard Lim

Offered Fall 2011

205 (L) The Roman Empire

A survey of the history and culture of the Roman Empire from the principate of Augustus to the rise of Christianity in the fourth century. The role of the emperor in the Roman world, Rome and its relationship with local cities, the maintenance of an imperial system; rich and poor, free and slave, Roman and barbarian; the family, law and society; military monarchy; persecution of Christians; pagans, Christians and Jews in late Antiquity. **{H}** 4 credits

Richard Lim

Offered Spring 2012

206 Aspects of Ancient History

Topic: Greek and Roman Slavery. The historical roles of slaves within the social and economic fabric of classical Greece and Rome. The scope and limits of ancient evidence in literary and artistic representations, as well as modern interpretive comparisons with other slave societies. Critical examination of concepts such as class, social mobility, social order and status, along with gender and ethnicity. **{H/S}** 4 credits

Richard Lim

Offered Fall 2010

Islamic Middle East

208 (L) The Making of the Modern Middle East

Survey of the principal factors shaping political, economic and social life in the Middle East and North Africa from the 18th through the 20th centuries. Examines multiplicity of societies, customs and traditions; British, French and United States imperialism; the creation of modern states; development of nationalist, socialist and Islamist ideologies; the emergence and impact of Zionism; the Islamic revolution in Iran; the Gulf wars and the geopolitics of oil. Special attention to social changes affecting individuals and groups such as women, workers and peasants. **{H}** 4 credits

Nadya Sbaiti

Offered Fall 2010, Spring 2012

209 (C) Aspects of Middle Eastern History

Topic: Women and Gender in the Middle East.

Development of discourses on gender as well as lived

experiences of women from the rise of Islam to the present. Topics include the politics of marriage, divorce and reproduction; women's political and economic participation; masculinity; sexuality; impact of Islamist movements. Provides introduction to main themes and nuanced historical understanding of approaches to the study of gender in the region. **{H/S}** 4 credits

Nadya Sbaiti

Offered Fall 2011

East Asia

211 (L) The Emergence of China

Chinese society and civilization from c. 1000 B.C. to A.D. 750. Topics include neolithic cultures of China, Bronze Age, formation of a Chinese state, Golden Age of Chinese philosophy, creation of a centralized empire, relations with non-Chinese, family structure, roles of women and introduction of Buddhism. **{H}** 4 credits

Daniel Gardner

Offered Fall 2011

212 (L) China in Transformation, A.D. 750–1900

Chinese society and civilization from the Tang dynasty to the Taiping rebellion. Topics include disappearance of the hereditary aristocracy and rise of the scholar-official class, civil service examination system, Neo-Confucian orthodoxy, poetry and the arts, Mongol conquest, popular beliefs, women and the family, Manchus in China, domestic rebellion and confrontation with the West. **{H}** 4 credits

Daniel Gardner

Offered Fall 2010

213 (C) Aspects of East Asian History

Topic: Revolutionary Movements in 20th-Century Asia.

This course looks at major 20th century revolutions in Asia against the larger historical backdrop of global revolution and social change. As an initial reference point, we will briefly review the Industrial Revolution, the onslaught of imperialism at the turn of the 20th century and the Marxist response. Then we will examine how these social visions were adopted in the Asian context by early nationalist thinkers. Specifically we will study the social foundations for modernity, capitalism and imperialism during the Meiji Revolution, and examine how the three socio-historical factors led to the rise of Marxist thought in China, Vietnam and Korea. Students will not only leave the course with a good understanding of the nature of revolution and social change in the modern world, but also the

complex relationship between mass psychology, social organization, power and surveillance in the modern East Asia revolutionary movements. **{H/S}** 4 credits
Ellie Yunjung Choi
 Offered Fall 2010

214 (C) Aspects of Chinese History

Topic: The World of Thought in Early China
 Readings from the major schools of Chinese thought, such as Confucianism, Daoism, Legalism and Buddhism. Consideration will also be given to the relevance of these traditional teachings in contemporary China. As China moves away from Marxism-Leninist ideology is there a place for a renewed Confucianism? As the Chinese become more ecologically concerned, will they draw on the concepts and vocabulary of Daoism and Buddhism? How do views of the relationship between body and cosmos in traditional teachings influence medical practices in China today? **{H/L}** 4 credits
Daniel Gardner
 Offered Spring 2011

217 (L) World War Two in East Asia: History and Memory

Examination of the factors leading to the war in Asia, the nature of the conflict and the legacy of the war for all those involved. Topics include Japan's seizure of Korea, the invasion of China, the bombing of Pearl Harbor, the war in the Pacific, the racial dimensions of the Japanese empire, the comfort women, biological warfare, the dropping of the atomic bombs and the complicated relationship between history and memory. **{H}** 4 credits
Marnie Anderson
 Offered Spring 2011, Spring 2012

220 (C) Japan to 1600

How individuals of different backgrounds in pre-modern Japanese society conceived of themselves and their world. Begins in prehistoric times and ends with the development of an early modern state in the 17th century. Topics include the creation of a centralized state, the emperor and the aristocracy, the rise of the samurai, rebellion, religion, sexuality and national seclusion. **{H}** 4 credits
Marnie Anderson
 Offered Fall 2011

221 (L) The Rise of Modern Japan

Japan from the Tokugawa period to its occupation by the United States and the "economic miracle." Elite politics and political economy, the arrival of European imperialists, the Meiji Restoration, Japanese imperialism and war, cultural transformation and conflict within Japanese society. **{H}** 4 credits
Marnie Anderson
 Offered Fall 2011

223 (C) Women in Japanese History From Ancient Times to the 19th Century

The dramatic transformation in gender relations is a key feature of Japan's premodern history. How Japanese women and men have constructed norms of behavior in different historical periods, how gender differences were institutionalized in social structures and practices, and how these norms and institutions changed over time. The gendered experiences of women and men from different classes from approximately the 7th through the 19th centuries. Consonant with current developments in gender history, exploration of variables such as class, religion and political context which have affected women's and men's lives. **{H/S}** 4 credits
Marnie Anderson
 Offered Spring 2011

EAS 219 Modern Korean History

This course is a general survey of Korean political, social, economic and cultural histories from the mid-19th century through the present. We will examine major events such as the 1876 opening of ports, 1910 colonization by Japan, the March First movement of 1919, liberation and division in 1945, the Korean War, democratization since 1987, the 1997 financial crisis and the 2000 Inter-Korea Summit. We will also consider modernization, nationalism, industrialization and urbanization, changing gender relations, the nuclear issue and the Korean culture industry. **{H}** 4 credits
Jina Kim
 Offered Spring 2011, Spring 2012

EAS 235 Korea: North and South

North-South Korean relations have changed dramatically since the 1998 inception of the South Korean "Sunshine Policy" of engagement with North Korea. The Inter-Korea Summit in 2000 was the beginning of a new era of official, economic and cultural exchanges between the two countries. Yet despite the overarching spirit of reconciliation between North and South, political tensions run high, especially with continued con-

cerns about the North's weapons policies. Beginning with a brief look into the formation of the North and South Korean states, the course will examine the political history of inter-Korean relations and also consider how the South Korean and global (U.S.) depictions of the "rogue state" in the news and media reflect the changing socio-political climate. Enrollment limited to 18. **{H/S}** 4 credits

Ellie Yunjung Choi

Offered Fall 2010

Europe

224 (L) The Early Medieval World, 400–1000

The Mediterranean world from the fall of Rome to the age of conversion. The emergence of the Islamic world, the Byzantine state and the Germanic empire. Topics include the monastic ideal, Sufism and the cult of saints; the emergence of the papacy; kinship and kingship: Charlemagne and the Carolingian renaissance, the high caliphate and the continuation of the Eastern Roman Empire; literacy and learning. The decline of public authority and the dominance of personal power in societies built on local relations. **{H}** 4 credits

Joshua Birk

Offered Fall 2010

225 (L) The Making of the Medieval World, 1000–1350

Topics include agricultural technology and population expansion; organization of the countryside for the market; growth of a money economy, international trade and an urban culture; universities; chivalry and romantic love; scientific method; law and bureaucracy, growth of professional government; struggles between papacy and empire, evangelical awakening, feminine mysticism, the laity and the Inquisition; expulsion of the Jews; crusades against Muslims and Greek Christians; from Romanesque to Gothic. The course concludes with study of the Black Death. **{H}** 4 credits

Joshua Birk

Offered Spring 2011

227 (C) Aspects of Medieval European History

Topic: Magic in the Middle Ages

The course uses magic as a case study for exploring cultural transmission in the Middle Ages. We begin by examining Germanic and Greco-Roman occult traditions, and the way in which the medieval synthesis of these cultures affects understandings of the occult.

The course follows the influence of the Arabic and Hebrew influences on western occultism of the High Middle Ages, and flowering of the Renaissance magical tradition. The course challenges and reshapes some of our basic understandings about Medieval Society. It problematizes modern division between science, magic and religion to illustrate how occult beliefs were part of wider religious experiences. Enrollment limited to 20.

{H} 4 credits

Joshua Birk

Offered Fall 2010

Topic: Crusade and Jihad

Religious Violence in the Islamo-Christian Tradition. This course juxtaposes the medieval understanding of religious violence and war in the Western Christian and Islamic traditions with modern understandings of those same phenomena. It traces the intellectual development of these concepts during the Middle Ages, and how medieval conceptions of violence are reinterpreted and redeployed in the 19th through 21st centuries. **{H}** 4 credits

Joshua Birk

Offered Fall 2011

228 (C) Medieval Peripheries

The experiences of women, peasants, heretics, Jews, Muslims, homosexuals, lepers and other groups on the margins of a Europe that increasingly defined itself as Christian. Did the High Middle Ages mark the emergence of a persecuting society? Differences in the treatment of these various outcast groups, their depiction in art, their legal segregation and their presumed association with demonic activity. **{H}** 4 credits

Joshua Birk

Offered Spring 2012

243 (C) Reconstructing Historical Communities

How much can historians learn about the daily lives of the mass of the population in the past? Can a people's history recapture the thoughts and deeds of subjects as well as rulers? Critical examination of attempts at total history from below for selected English and French locales. The class re-creates families, congregations, guilds and factions in a German town amid the religious controversy and political revolution of the 1840s. Enrollment by permission of the instructor. **{H/S}** 4 credits

Ernest Benz

Offered Fall 2011

248 (C) The French Revolution as Epic

Cultural and social interpretations of the fundamental event in modern history. The staging of politics from the tribune to the guillotine. History as a literary art in prose, poetry, drama and film. Focus on Paris 1787–1795. Enrollment by permission of the instructor. **{L/H}** 4 credits
Ernest Benz

Offered Spring 2011

History 249, 250 and 251 constitute an introductory sequence in modern European history.

249 (L) Early Modern Europe 1600–1815

A survey of the *ancien régime*. On behalf of the central State, war-making absolutists, Enlightened *philosophes* and patriotic republicans assailed privileges. The era culminated in the leveling of European societies through the French Revolution and the industrial revolution. **{H}** 4 credits

Ernest Benz

Offered Fall 2010

250 (L) Europe in the 19th Century

1815–1914: a century of fundamental change without a general war. The international order established at the Congress of Vienna and its challengers: liberalism, nationalism, Romanticism, socialism, secularism, capitalism and imperialism. **{H}** 4 credits

Ernest Benz

Offered Spring 2011

251 (L) Europe in the 20th Century

Ideological and military rivalries of the contemporary era. Special attention to the origin, character and outcome of the two World Wars and to the experience of Fascism, Nazism and Communism. **{H}** 4 credits

Ernest Benz

Offered Fall 2011

252 (L) Women and Gender in Modern Europe, 1789–1918

A survey of European women's experiences and constructions of gender from the French Revolution through World War I, focusing on Western Europe. Gendered relationships to work, family, politics, society, religion and the body, as well as shifting conceptions of femininity and masculinity, as revealed in novels, films, treatises, letters, paintings, plays and various secondary sources. **{H}** 4 credits

Jennifer Hall-Witt

Offered Fall 2010

253 (L) Women and Gender in Contemporary Europe

Women's experience and constructions of gender in the commonly recognized major events of the 20th century. Introduction to major thinkers of the period through primary sources, documents and novels, as well as to the most significant categories in the growing secondary literature in 20th-century European history of women and gender. **{H}** 4 credits

Darcy Buerkle

Offered Spring 2011

254 (C) 19th-Century European Thought

Rethinking individual and community in the wake of the French and industrial revolutions. Readings from de Maistre, Saint-Simon, Comte, Durkheim, Fourier, Goethe, Schopenhauer, Burckhardt, Nietzsche, Marx and Mill. Also considered are their views on art, religion, science and women. Enrollment by permission of the instructor. **{H/S}** 4 credits

Ernest Benz

Offered Spring 2012

255 (C) 20th-Century European Thought

The cultural context of fascism. Readings from Nietzsche, Sorel, Wilde, Pareto, Marinetti, Mussolini and Hitler, as well as studies of psychology, degenerate painting and music. Both politicians and artists claimed to be Nietzschean free spirits. Who best understood his call to ruthless creativity? Enrollment by permission of the instructor. **{H/S/A}** 4 credits

Ernest Benz

Offered Fall 2010

JUD 284 (C) The Jews of Eastern Europe, 1750–1945

The modern history of the largest Jewish community in the world, from life under the Russian tsars until its extermination in World War II. Topics include the effects of tsarist legislation, pogroms, Polish nationalism, the Russian Revolutions and Sovietization; competition between new forms of ecstatic religious expression (Hasidism) and the Jewish Enlightenment; proto-feminist critiques of traditional society; varieties of political self-assertion such as Zionism, Jewish Socialism, Diasporism and Communism; folklore and the birth of modern Jewish identity; and the tension between memory and nostalgia in the aftermath of the Holocaust. Enrollment limited to 18. **{H}** 4 credits

Justin Cammy

Offered Spring 2011

Africa

256 (L) Introduction to West African History

The political, economic, cultural, religious and colonial histories of Africa west of Lake Chad and south of the Sahara desert, a region nearly as large as the continental U.S. Draws on articles, films, biographies, novels and plays, and explores broad cultural continuities, regional diversity and historical change, from A.D. 1000 to the present. Topics include the Sudanic Empires; slavery and the Atlantic slave trade; Islam; colonial conquest, African initiatives under colonial rule; and post-colonial problems in West Africa. **{H/S}** 4 credits

David Newbury

Offered Fall 2011

257 (L) East Africa in the 19th and 20th Centuries

A comparative introduction to the peoples of Tanzania, Uganda, and Kenya and surrounding areas. Topics include the dynamics of pre-colonial cultures, ecologies and politics; the effects of the Indian Ocean slave trade; changing forms of Imperialism; local forms of resistance and accommodation to imperial power; nationalist struggles and decolonization; post-colonial crises and present challenges. **{H/S}** 4 credits

David Newbury

Offered Fall 2010

258 (L) History of Central Africa

Focusing on the former Belgian colonies of Congo, Rwanda and Burundi from the late 1800s, this course seeks to explore, and then transcend, the powerful myths that adhere to this area of the world, the setting for Joseph Conrad's "Heart of Darkness." Topics include precolonial cultural diversities; economic extraction in the Congo Free State; the colonial encounter and colonial experiences; decolonization and the struggles over defining the state; and post-colonial catastrophes. **{H/S}** 4 credits

David Newbury

Offered Spring 2011

259 (L) Aspects of African History

Topic: Priests, Pastors and Preachers: Christian Movement in African History. Africa is the home of the oldest continuous Christian community in the world (in Ethiopia). More recently, Christianity in Africa has served as both a foundation to colonial power and a form by which Africans resisted colonial practices. And Africa is a continent where Christianity is currently expanding faster than in any region, developing its own Christian practices, symbolism and

theocracies. This course will read and discuss varieties of Christianity in Africa, drawing on case studies and theories of missiology. Students will be asked to take one case study of an African Christian community or of a mission community, and carry out their own research on that. **{H}** 4 credits

David Newbury

Offered Spring 2012

299 (C) Ecology and Imperialism in Africa

The human species as an outgrowth of nature and simultaneously as a transformer of the physical world. European and African outlooks on nature, and their confrontations with the landscapes, climates, diseases, flora and fauna of Africa. Specific concerns include conservation, population, epidemiology, erosion, forestry and violence, all within the overall framework of African social history and the natural processes. **{H/S}** 4 credits

David Newbury

Offered Spring 2012

AFS 300 Capstone Colloquium in African Studies

This colloquium represents an interdisciplinary capstone experience for students concentrating in African studies. Six broad Africa-based themes will be treated: (1) African History and Historiographies; (2) Anthropological Perspectives; (3) Governance and Political Conflict; (4) International Relations and Issues of Development; (5) Issues of Environment and Social Ecology; (6) African Literature and the Arts. Many sections will include African Studies faculty from the Five Colleges, with course continuity provided by the lead instructor. Prerequisites: junior or senior standing and permission of the instructor. The colloquium is designed for students with substantial coursework in African studies and/or those with study-abroad experience in Africa. Enrollment limited to 18. **{H/S}** 4 credits

David Newbury

Offered Spring 2011 at Smith College

Latin America

260/LAS 260 (L) Colonial Latin America, 1492–1825

The development of Latin American society during the period of Spanish and Portuguese rule. Social and cultural change in Native American societies as a result of colonialism. The contributions of Africans, Europeans and Native Americans to the new multi-ethnic societies that emerged during the three centuries of colonization and resistance. The study of sexuality, gender ideologies and the experiences of women are integral to the course

and essential for understanding political power and cultural change in colonial Latin America. **(H)** 4 credits
Ann Zulauski
 Offered Fall 2010, Fall 2011

261/LAS 261 (L) National Latin America, 1821 to the Present

A thematic survey of Latin American history focusing on the development of export economies and the consolidation of the state in the 19th century, the growth of political participation by the masses after 1900, and the efforts of Latin Americans to bring social justice and democracy to the region. **(H)** 4 credits
Ann Zulauski
 Offered Spring 2011, Spring 2012

263 (C) Continuity and Change in Spanish America and Brazil

Topic: Latin America and the United States. This class offers an overview of U.S. policy in Latin America from the 19th century to the present. Main focus is on Latin America: it is intended to be a view from the south. From the Monroe Doctrine and Manifest Destiny to the Cold War, the drug war and the war against terrorism, how Latin American governments and citizens have collaborated with, challenged and resisted U.S. hegemony in the hemisphere. Enrollment limited to first-years and sophomores. **(H)** 4 credits

Ann Zulauski
 Offered Spring 2012

United States

History 265, 266 and 267 form an introductory sequence in United States history.

265 Race, Gender and United States Citizenship, 1776–1870

Analysis of the historical realities, social movements, cultural expression and political debates that shaped U.S. citizenship from the Declaration of Independence to the passage of the Fifteenth Amendment. From the hope of liberty and equality to the exclusion of marginalized groups that made whiteness, maleness and native birth synonymous with Americanness. How African Americans, Native Americans, immigrants and women harnessed the Declaration of Independence and its ideology to define themselves as also citizens of the United States. **(H)** 4 credits
Elizabeth Stordeur Pryor
 Offered Fall 2010, Fall 2011

266 (L) The Age of the American Civil War

This course looks beyond the battlefield to examine the experiences of slavery and freedom for African Americans and also how a bloody war changed the nations. Theories of race and resistance, the ideological underpinnings of Northern and Southern culture, prejudice in the North, strategies of Black activism, the abolitionist movement, the political crisis of the 1850s, African American reactions to war, women's lives during wartime America, the cultural shifts that war engendered, the multiple meanings of freedom and the politics and failure of Reconstruction. **(H)** 4 credits
Elizabeth Stordeur Pryor
 Offered Spring 2011, Spring 2012

267 (L) The United States Since 1877

Survey of the major economic, political and social changes of this period, primarily through the lens of race, class and gender, to understand the role of ordinary people in shaping defining events, including industrial capitalism, colonialism, imperialism, mass immigration and migration, urbanization, the rise of mass culture, nationalism, war, feminism, labor radicalism, civil rights and other liberatory movements for social justice. **(H)** 4 credits
Jennifer Guglielmo
 Offered Spring 2011

268 (L) Native American Indians, 1500–Present

Concentrating primarily on Native histories in North America, this introductory course engages with some of the major themes, problems and questions that have shaped historical scholarship in American Indian studies over the last several decades. It examines a wide range of concerns, including cross-cultural negotiation, imperial alliance, colonial exploitation and ongoing struggles for individual and collective sovereignty. Considers how these topics are not distillable into a set of abstract principles, but rather that they reveal Native peoples' varying relationships to shifting discourses about reproduction, kinship, religion, warfare, race, property, environment and economy. **(H)** 4 credits
Dawn Peterson
 Offered Spring 2011

269 (L) The Colonial Experience in North America

Explores the ongoing negotiations over the meanings and forms of encounter between and among people of American Indian, African and European descent between the 16th and 19th centuries. Rather than seeing the story of early America as a series of disembodied

political events—a mode of historical inquiry that predominately positions elite white men as historical actors—this class looks at this historical period in relation to ideas and practices concerning kinship, economy, violence, sex, gender, race, community and labor among and between peoples living on and migrating to the North American continent. **{H}** 4 credits

Dawn Peterson

Offered Fall 2010

270 (C) Aspects of American History

Topic: Anatomy of a Slave Revolt

Stono! Vesey! Nat Turner! Insurrection! Sometimes slaves organized and fought back. The specter of organized violence haunted American slaveholders who feared conspiracy and also inspired free African American resistance and intellectualism. This course examines the primary documents and contentious historical debates surrounding three of America's most notorious slave revolts. Students examine slave societies, theories on race, gender and resistance and modern literature and film to investigate violent revolts and how they are memorialized in the popular imagination. **{H}** 4 credits

Elizabeth Stordeur Pryor

Offered Fall 2010

Topic: The Black Atlantic

Historical debates surrounding African-American identities and intellectual continuities throughout the Atlantic World, tracing the African-American experience from Western Africa and the Middle Passage to the British Colonies, the United States, Haiti and the British Isles. The lives of African-descended people as slaves, sailors, rebels and passengers on the Atlantic. African-American images, migrations, self-directed travel, resistance, organizations and writings as they relate to Black freedom and Black Nationalism from the revolutionary era through to the U.S. Civil War. Theorizing of the "Black Atlantic." **{H}** 4 credits

Elizabeth Stordeur Pryor

Offered Spring 2012

278 (L) Women in the United States, 1865 to Present

Survey of women's and gender history with focus on race, class and sexuality. Informed by feminist methodologies to consider how the study of women's lives changes our understanding of history, knowledge, culture and the politics of resistance. Topics include emancipation from slavery, race and racism, labor, colonialism, imperialism, im/migration, nationalism,

popular culture, citizenship, education, religion, war, consumerism, civil rights and the modern freedom movement, feminism, queer cultures and globalizing capitalism. **{H}** 4 credits

Jennifer Guglielmo

Offered Fall 2010

280 (C) Inquiries into United States Social History

Topic: Im/migrant Workers and Transnational Radicalism. Examines the significance if im/migrant labor and transnational, revolutionary social movements to U.S. history from the 1850s to the 1950s. How have im/migrants responded to displacement, marginalization and exclusion, by redefining the meanings of home, community and freedom? What are the connections between mass migration and imperialism? What are the histories of such cross-border social movements as labor radicalism, borderlands feminism, Black Liberation and anti-colonialism? How have im/migrants transformed the United States? **{H}** 4 credits

Jennifer Guglielmo

Offered Spring 2011

289 (C) Aspects of Women's History

Topic: The History of Sexuality From the Victorians to the Kinsey Report. Sexuality in the West from the early 1800s to the 1950s. A variety of primary sources, including the writings of evangelicals, freethinkers, doctors, social purity reformers, sexologists, literary figures, eugenicists and pro-natalists, reveal how sexuality came to be seen as a central component of both individual identity and national strength during this period. By examining sources that focus on how the average person thought about sex, the course goes beyond public discourse to the realm of lived experience, at least as related in diaries, letters and surveys. **{H}** 4 credits

Jennifer Hall-Witt

Offered Fall 2010

AAS 209 Feminism, Race and Resistance: History of Black Women in America

This interdisciplinary course will explore the historical and theoretical perspectives of African American women from the time of slavery to the post-civil rights era. A central concern of the course will be the examination of how Black women shaped, and were shaped by the intersectionality of race, gender and sexuality in American culture. Not open to first-year students. Enrollment limited to 55. **{H}** 4 credits

Paula Giddings

Offered Fall 2010

AMS 302 The Material Culture of New England, 1630–1860

Using the collections of Historic Deerfield, Inc., and the environment of Deerfield, Massachusetts, students explore the relationship of a wide variety of objects (architecture, furniture, ceramics and textiles) to New England's history. Classes are held in Old Deerfield, MA. Admission by permission of the instructor. **{H/A}**

4 credits

Nan Wolverton

Offered Spring 2011, Spring 2012

SWG 205 Lesbian, Gay, Bisexual and Transgender History in the United States, 1945–2003

This course offers an overview of LGBT culture and history in the United States from 1945 to 2003. We will use a variety of historical and literary sources, including films and sound clips, to examine changes in lesbian, gay, bisexual and transgendered lives and experiences during the last half of the 20th century. The course will encourage the students to think about intersections of race, sexuality and class, and how these categories have affected sexual minority communities. The course will also explore the legal and cultural impact sexual minority communities have had in the United States. Prerequisite SWG 150 or permission of the instructor.

{H} 4 credits

Daniel Rivers

Offered Fall 2010, Spring 2011

SWG 232 Indigenous Women, Gender and Colonization in the Americas

How to learn about indigenous women's histories from (mostly) colonial sources? We start by examining stereotypes and considering decolonizing methodologies, then draw on an interdisciplinary array of primary and secondary sources to find more accurate information. This course looks at indigenous women and gender variants from the 17th century to the present. Topics include early contact period societies, impact of Christianity, changing gender roles, education, indigenous women's writing and other expressive forms, indigenous feminisms, sovereignty and treaty rights, environmental concerns, and current activism. Enrollment limited to 30. (E) **{H/S}** 4 credits

Alice Nash

Offered Fall 2010

SWG 300 Special Topics in the Study of Women and Gender

Topic: Intimate Revolutions: Sexuality and the Family in the Postwar Era. This seminar will look at the ways that categories of sexuality, class, race and gender have intersected and operated in constructions of the family in the last half of the twentieth century. The focus will be on both political and institutional attempts to regulate the family and the ways the family has acted as a site of resistance. We will interrogate the notion of the family as a static, conservative institution and explore how changes in reproduction and sexuality have been linked both to each other and to other social transformations. Prerequisites: SWG 150, one additional course in the major and permission of the instructor. **{H/S}** 4 credits

Daniel Rivers

Offered Spring 2011

Seminars

307 Problems in Middle East History

Topic: The Middle East and World War One. The Middle East in the context of the First World War and its immediate and far-reaching aftermath. This pivotal moment cemented new imaginings of both nation and state, with consequences for population movements, changing political compasses and new social, cultural, economic and religious formulations. Topics include colonialism, Arab and state nationalisms, Zionism and Islamism, as well as peasant, labor, communist and women's movements. We will examine primary sources including diplomatic and political documents, memoirs, the press, photographs and film. **{H}** 4 credits

Nadya Sbaiti

Offered Spring 2011

PRS 313 Western Encounters in Afghanistan: From Alexander the Great to Modern Archaeology

The course explores select "western" encounters with "Afghanistan," comprising Alexander the Great's campaigns and the establishment of a Greco-Bactrian civilization, the first two Anglo-Afghan Wars (1839–42, 1878–80) in their political, military and social contexts as well as their literary and pictorial representations, emergence of modern archaeology and museums, and the shaping of Afghan cultural identities. We will consider the real and symbolic significance of Afghanistan to these "westerners," its roles in their versions of "Asia"

and the challenges they encountered as they tried to put their imprint upon a land that was proverbially difficult to conquer and harder still to rule. Enrollment limited to 15 juniors or seniors. (E) **{H}** 4 credits
Richard Lim (History)
 Offered Spring 2011

325 Early European History to 1300

Topic: Violence and Memory. The experience and understanding of violence, as well as the way in which violent acts are recorded, commemorated and remembered. This course will explore different conceptions of symbolic, structural and everyday violence and the ways in which they permeate medieval society, as well as explosive incidents of cataclysmic violence. **{H}** 4 credit.
Joshua Birk
 Offered Spring 2011

335 Problems in British History

Topic: Art, Culture and Leisure in British Society, 1660–1901. Interpretations of cultural activities with attention to situating them within historical debates regarding consumer culture, polite society and the public sphere, the emergence of a class society, the decline of traditional pastimes and the configuration of imperial cultures. Potential research areas include the arts (painting, architecture, theater, music, opera, dance); cultural institutions (coffee houses, museums, clubs, music halls, the circus); daily practices (tea-drinking, vegetarianism, gardening); community rituals (rough music, crowd activity, weddings, funerals); and leisure activities (cock-fighting, hunting, mountain climbing, ballroom dancing, shopping, traveling). **{H/A}** 4 credits
Jennifer Hall-Witt
 Offered Spring 2011

350 Modern Europe

Topic: Histories of the Holocaust. What would it mean to accurately narrate the Holocaust? What is the appropriate role of memory? What is authenticity in history after 1945? These questions have prompted a range of responses in the last sixty years. This seminar focuses on contemporary historiographic debates surrounding the representation of the Holocaust in cultural production ranging from comics to cinema to canonical literature. Students will read in Holocaust history and major philosophical and theoretical texts to discern the impact that writing and representing the Holocaust has had on historical writing generally since 1945. **{H}** 4 credits
 Not offered in 2010–11

355 Topics in Social History

Topic: From Revolution to Removal: Slavery and Indian Policy in the Early American Republic. Explores the imperialistic ambitions that shaped state policies and everyday life in the early U.S.—American republic, from the Revolutionary period to the Indian Removal Act of 1830. It covers the visions of the “founding fathers” and popular imaginations about the “revolutionary” state, situating these imaginings within the politics and practices of Indian removal and racial slavery. Also considers strategies that people of American Indian and African descent engaged in to negotiate and resist displacement and servitude. **{H}** 4 credits
Dawn Peterson
 Offered Spring 2011

LAS 301 Topics in Latin American and Latino/a Studies

Topic: Cuban Society 1898 to the Present. This seminar examines social change in Cuba, particularly focusing on the period since the revolution of 1959. It will emphasize the economic and political history of modern Cuba as a basis for the discussion of various aspects of national life. Topics to be explored may include Cuba’s relationship with the U.S., central planning and economic restructuring, race and ethnicity; social change and political pluralism; gender and sexuality; education; religion; art and architecture; healthcare and scientific development; music, dance and film. **{H/S}**
Ann Zulawski
 Offered Fall 2011

361 Problems in the History of Spanish America and Brazil

Topic: Public Health and Social Change in Latin America, 1850–Present. The relationship between scientific medicine and state formation in Latin America. Topics include Hispanic, Native American and African healing traditions and 19th-century politics; medicine and liberalism; gender, race and medicine; eugenics and Social Darwinism; the Rockefeller Foundation’s mission in Latin America; medicine under populist and revolutionary governments. **{H/S}** 4 credits
Ann Zulawski
 Offered Fall 2010

371 Problems in 19th-Century United States History

Topic: African-American Women in Slavery and Freedom. Despite the particular degradation, violence and despair of enslavement in the United States,

African-American women built families, traditions and a legacy of resistance that nurtured freedom movements during enslavement and fostered a trajectory of activism in the Black community throughout the 19th century. Close reading of enslavement and gender, protest strategies, speeches and writings including those of Sojourner Truth, Harriet Jacobs and Sarah Remond. How did race, gender and resistance affect African-American women? **{H}** 4 credits
Elizabeth Stordeur Pryor
 Offered Fall 2011

383 Research in United States Women's History: The Sophia Smith Collection

A research and writing workshop in 19th- and 20th-century U.S. women's history. Provides the opportunity to work with archival materials from the Sophia Smith Collection (letters, diaries, oral histories, newspaper articles, government documents, etc.) and historical scholarship, to research, analyze and write a paper on a topic of the student's own choosing. **{H}** 4 credits
Jennifer Guglielmo
 Offered Fall 2010

390 Teaching History

A consideration of how the study of history, broadly conceived, gets translated into curriculum for middle and secondary schools. Addressing a range of topics in American history, students develop lesson and unit plans using primary and secondary resources, films, videos and internet materials. Discussions focus on both the historical content and the pedagogy used to teach it. Open to upper-level undergraduates and graduate students. Does not count for seminar credit in the History major. **{H}** 4 credits

Peter Gunn

Offered Fall 2010

404 Special Studies

By permission of the department.
 4 credits

Offered both semesters each year

The Major

Advisers: Marnie Anderson, Ernest Benz, Joshua Birk, Darcy Buerkle, Daniel Gardner, Jennifer Guglielmo, Richard Lim, David Newbury, Elizabeth Stordeur Pryor, Nadya Sbaiti, Ann Zulawski

The history major comprises 11 semester courses, at least six of which shall normally be taken at Smith, distributed as follows:

1. Field of concentration: five semester courses, at least one of which is a Smith History department seminar. Two of these may be historically oriented courses at the 200-level or above in other disciplines approved by the student's adviser.
 Fields of concentration: Antiquity; Islamic Middle East; East Asia; Europe, 300–1650; Europe, 1650 to the present; Africa; Latin America; United States; Women's History; Comparative Colonialism.
 Note: A student may also design a field of concentration, which should consist of courses related chronologically, geographically, methodologically or thematically and must be approved by an adviser.
2. Additional courses: six courses, of which four must be in two fields distinct from the field of concentration.
3. No more than two courses taken at the 100-level may count toward the major.
4. Geographic breadth: among the 11 semester courses counting towards the major, there must be at least one course each in three of the following geographic regions.
 Africa
 East Asia and Central Asia
 Europe
 Latin America
 Middle East and South Asia
 North America

Courses both in the field of concentration and outside the field of concentration may be used to satisfy this requirement. AP credits may not be used to satisfy this requirement.

Courses cross-listed in this history department section of the catalogue count as history courses toward all requirements.

A student may count one (but only one) AP examination in United States, European or world history with a grade of 4 or 5 as the equivalent of a course for 4 credits toward the major.

The S/U grading option is not allowed for courses counting toward the major.

Study Away

A student planning to study away from Smith during the academic year or during the summer must consult

with a departmental adviser concerning rules for granting credit toward the major or the degree. Students must consult with the departmental adviser for study away both before and after their participation in study abroad programs.

Adviser for Study Away: Marnie Anderson

The Minor

Advisers: same as those listed for the major.

The minor comprises five semester courses. At least three of these courses must be related chronologically, geographically, methodologically, or thematically. At least three of the courses will normally be taken at Smith. Students should consult their advisers.

The S/U grading option is not allowed for courses counting toward the minor.

Honors

Director: Nadya Sbaiti

430d Honors Project

8 credits

Full-year course; Offered each year

431 Honors Project

8 credits

Offered Fall semester each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

The history honors major comprises 11 semester courses, at least six of which shall normally be taken at Smith, distributed as follows:

1. Field of concentration: four semester courses, at least one of which is a Smith History department seminar. Two of these may be historically oriented courses at the 200-level or above in other disciplines, approved by the student's adviser.
2. The thesis counting for two courses (8 credits).

3. Five history courses or seminars, of which four are outside the field of concentration.
4. No more than two courses taken at the 100-level may count toward the major.
5. Geographic breadth: among the 11 semester courses counting towards the major there must be at least one course each in three of the following geographic regions.
Africa
East Asia and Central Asia
Europe
Latin America
Middle East and South Asia
North America

Courses in the field of concentration and outside the field of concentration may be used to satisfy this requirement. AP credits may not be used to satisfy this requirement.

Courses cross-listed in this history department section of the catalogue count as history courses toward all requirements.

A student may count one (but only one) AP examination in United States, European or World history with a grade of 4 or 5 as the equivalent of a course for 4 credits toward the major.

The S/U grading option is not allowed for courses counting toward the major.

Graduate

580 Special Problems in Historical Study

Arranged individually with graduate students. {H}
4 credits

Offered both semesters each year

590 Research and Thesis

{H} 4 credits

Offered both semesters each year

590d Research and Thesis

{H} 8 credits

Full-year course; offered each year

Program in the History of Science and Technology

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Advisers

Lâle Aka Burk, Senior Lecturer in Chemistry
David Dempsey, Museum of Art
Robert Dorit, Associate Professor of Biological Sciences
**¹ Craig Felton, Professor of Art
Nathanael Fortune, Associate Professor of Physics
¹ Laura Katz, Associate Professor of Biological Sciences

² Albert Mosley, Professor of Philosophy
***¹ Douglas Lane Patey, Professor of English Language and Literature
² Jeffry Ramsey, Associate Professor of Philosophy, *Director*
Gregory Young, Instructor, Science Center Machine Shop

Smith's Program in the History of Science and Technology is designed to serve all Smith students. Courses in the program examine science and technology in their historical, cultural and social contexts, and the ways in which they have shaped and continue to shape human culture (and vice versa). Linking many disciplines and cultures, the minor complements majors in the humanities, social sciences and the natural sciences.

211 Perspectives in the History of Science

Topic: The Scientific Revolution. What was the Scientific Revolution of the 16th and 17th centuries? Did a revolution even occur? If it did, was it really revolutionary? If it occurred, what forces produced it? How did the boundaries of 'science,' which was known as 'natural philosophy,' change during this time period? Readings will be drawn from primary and secondary sources. **(H/N)** 4 credits

Jeffry Ramsey

Offered Spring 2011

404 Special Studies

4 credits

Offered both semesters each year

Cross-Listed Courses

ANT 135 Introduction to Archaeology

The study of past cultures and societies through their material remains. How archaeologists use different field methods, analytical techniques and theoretical approaches to investigate, reconstruct and learn from the past. Data from settlement surveys, site excavations

and artifact analysis are used to address economic, social, political and ideological questions across time and space. Course taught from an anthropological perspective, exploring key transitions in human prehistory, including the origins of food production, social inequality and state-level societies across the globe. Relevance of archaeological practice in modern political, economic and social contexts is explored. Enrollment limited to 30. 4 credits

Elizabeth Klarich

Offered Fall 2010

ANT 248 Medical Anthropology

The cultural construction of illness through an examination of systems of diagnosis, classification and therapy in both non-Western and Western societies. Special attention given to the role of the traditional healer. The anthropological contribution to international health care and to the training of physicians in the United States. Enrollment limited to 30. **(S/N)** 4 credits

Donald Joralemon

Offered Fall 2010, Fall 2011

AST 102 Sky I: Time

This course explores the astronomical roots of clocks and calendars, and relies on both real and simulated observations of the sun, moon and stars. In addition to weekly projects based on collecting and interpreting data, students independently research a clock and a calendar from another culture, either ancient or modern. There are no prerequisites, and students from all disciplines and backgrounds are welcome. Enrollment

limited to 25 per section. **[N]** 3 credits

Suzan Edwards, Meg Thacher, Fall 2010

James Lowenthal, Meg Thacher, Spring 2011

Offered Fall 2010, Spring 2011

CHM 100 Perspectives in Chemistry

Topic: Chemistry of art objects. In this museum-based course, chemistry will be discussed in the context of art. We will focus on materials used by artists and how the chemistry of these materials influences their longevity. Current analytical methods as well as preservation and conservation practices will be discussed with examples from the Smith College Museum of Art. Three hours of lecture, discussion and demonstrations. Class meetings will take place in the museum and in the Clark Science Center. **[A/N]** 4 credits

Lâle Aka Burk, David Dempsey

Offered Spring 2011

FYS 157 Literature and Science: Models of Time and Space

Though science and art are often presented as mutually exclusive fields of knowledge, scientific and literary discourses cross in many ways. We'll read across the conventional boundaries of literary and scientific discourse, focusing on texts by scientists, fiction writers, and playwrights that present new models of time and space. Texts may include work by scientists such as Lyell, Darwin, Einstein and Heisenberg, as well as by such writers of fiction and drama as Wells, Vonnegut, Stoppard, Brecht and McEwan. Key terms: deep time, time travel, multiple or parallel universes, deep space, wormholes, entropy. Enrollment limited to 16 first-year students. WI **[L]** 4 credits

Luc Gilleman (English Language and Literature)

Offered Fall 2010

FYS 190 Images and Understanding in Science

What is light, and how do we see the world around us? This course provides an introduction to the history of science based on a history of attempts to answer these deep questions. We'll read scientists' efforts to make sense of the fact of vision, and explore as well wonderful inventions that scientific optics has produced: perspective in painting; modern perceptual psychology; and the world of color we now take for granted. Students will also choose an optical instrument—from kaleidoscopes to polarimeters—to become experts in, and present to the class why their instruments have been important. Enrollment limited to 16 first-year students. WI **[H/N]** 4 credits

Douglas Patey (English Language and Literature)

Offered Fall 2010

HST 227 (C) Aspects of Medieval European History

Topic: Magic in the Middle Ages. The course uses magic as a case study for exploring cultural transmission in the Middle Ages. We begin by examining Germanic and Greco-Roman occult traditions, and the way in which the medieval synthesis of these cultures effect understandings of the occult. The course follows the influence of the Arabic and Hebrew influences on Western occultism of the High Middle Ages, and flowering of the Renaissance magical tradition. The course challenges and reshapes some of our basic understandings about Medieval society. It problematizes modern division between science, magic and religion to illustrate how occult beliefs were part of wider religious experiences. Enrollment limited to 20. **[H]** 4 credits

Joshua Birk

Offered Fall 2010

PHI 228 Philosophy and Technology

This course will survey recent literature in the philosophy of technology. It will cover the nature of technology, its relationship to physical labor, the use of information technology to replace and enhance managerial functions, and the impact of developments in biotechnology. The course will discuss various views concerning the nature of science, whether technology should be viewed as applied science, and how science and technology should be viewed from a multicultural perspective. Finally, the course will look at the relationship between technology, ethics, politics and risk-assessment. **[S]** 4 credits

Albert Mosley

Offered Fall 2010

The Minor

Requirements: Two courses in the natural or mathematical sciences and two courses in history, chosen in consultation with the student's minor adviser, and two courses in (or cross-listed in) the history of science and technology program. Normally one of the history of science and technology courses will be Special Studies, 404a or 404b, but another course may be substituted with the approval of the adviser. Work at the Smithsonian Institution in the Picker Program counts as one course toward the minor. Students considering a minor in the history of the science and technology are urged to consult with their advisers as early as possible.

Interterm Courses Offered for Credit

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

ARX 100	Mini Archives Courses (1 credit)	MUS 215	Interterm Chamber Music Immersion (1 credit)
ARX 140	Exploring the Archives (2 credits)	MUS 905	Five College Opera Production (1 credit)
EAL 115	Kyoto Then and Now (2 credits)	PHI 253	Indo-Tibetan Buddhist Philosophy and Hermeneutics (3 credits)
ESS 175	Applied Exercise Science (2 credits)	SPN 218	Speaking Spanish in Context (4 credits)
ESS 910	Badminton (1 credit)	SWG 115	Oral History and Queer Subjects (1 credit)
ESS 945	Physical Conditioning (1 credit)	THE 140	Commedia dell' Arte Workshop (2 credits)
FRN 235	Speaking (Like the) French: Conversing, Discussing, Debating, Arguing (4 credits)	WTG 100	Popular Nonfiction (1 credit)
FRN 240	Ça parle drôlement: French Theatre Workshop (2 credits)		
GEO 223	Geology of Hawaiian Volcanoes (1 credit)		
GEO 270	Carbonate Systems and Coral Reefs of the Bahamas (3 credits)		
GRK 101	Readings in the Greek New Testament (1 credit)		
IDP 100	Critical Reading and Discussion: 'Booktitle' (1 credit)		
IDP 117	Collection 101 (1 credit)		
IDP 150	Introduction to AutoCad (1 credit)		
IDP 151	Introduction to SolidWorks (1 credit)		
IDP 250	Applied Design and Prototyping: Design It! Make It! (1 credit)		
IDP 320	Seminar on Global Learning: Women's Health of Tibetan Refugees In India (Fall and Interterm 4 credits)		
JUD 110	Elementary Yiddish (4 credits)		
MTH/QSK 103	Math Skills Studio (2 credits)		
MTH 289	The Mathematics of Knitted Objects (2 credits)		

Note: Courses may not be offered every Interterm.

A schedule of important dates and information applicable to January Interterm courses is issued by the Registrar's Office prior to registration in the fall.

Italian Language and Literature

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

Alfonso Procaccini, Ph.D., *Chair*

^{†1} Giovanna Bellesia, Ph.D.

^{§2} Anna Botta, Ph.D. (Italian and Comparative Literature)

Lecturers

Serena Grattarola, M.A.

^{§1} Maria Succi-Hempstead, M.A.

^{§2} Bruno Grazioli, M.A.

Laura Di Pofi, Laurea

Five College Mellon Postdoctoral Fellow

Antonella Sisto

Students planning to major in Italian and/or intending to spend their junior year in Italy should start studying Italian in their first semester in order to meet all requirements. ITL 110y, the Elementary Italian course, carries 10 credits and meets for the full year. No credits will be assigned for one semester only.

All students going to Florence for their Junior Year Abroad must take ITL 250 in the spring of their sophomore year. Those students who decide belatedly to begin their study of Italian in the second semester, must take ITL 111 in the spring of their first year.

Students who did not take Italian in their first year and wish to apply to the JYA program in Florence must successfully complete an intensive summer program approved by the Italian department in the summer before their sophomore year.

A. Language

Credit is not granted for the first semester only of our introductory language course ITL 110y. No satisfactory/unsatisfactory grades allowed in Italian language courses.

110y Elementary Italian

One-year course that covers the basics of Italian language and culture and allows students to enroll in ITL 220, ITL 230 and ITL 231 (in exceptional cases) the following year. Preference given to first-year students. Three class meetings per week plus required weekly multimedia work and a discussion session. Enroll-

ment limited to 20 per section. Students entering in the spring need permission of the department and must take a placement exam. Students must stay in the same section all year. **[F]** 10 credits

Bruno Grazioli, To be announced
Full-year course; offered each year

111 Accelerated Elementary Italian I

One-semester course designed for students who might have missed the opportunity to take our highly recommended yearlong ITL 110y course. It will cover the material of ITL 110y in one semester. Three class meetings per week plus required weekly multimedia work and a discussion session. Preference is given to all first-year students planning to go to Italy for their Junior Year. Enrollment limited to 20 per section. Students should enroll in ITL 220 (or ITL 230 in exceptional cases) the following semester. This course does not fulfill the foreign language requirement **[F]** for Latin Honors because it is a one-semester language course and a two-semester language course is needed to fulfill that requirement. 5 credits

Laura Di Pofi

Offered each Spring

220 Intermediate Italian

Comprehensive grammar review through practice in writing and reading. Literary texts and cultural material will constitute the base for in-class discussions and compositions. Students taking ITL 220 are also strongly encouraged to take ITL 235 Advanced Conversation in the fall semester. Taking both courses will strengthen

students' confidence and ability to become proficient in Italian. Prerequisite: ITL 110y or ITL 111 or permission of the department. **{F}** 5 credits

To be announced

Offered Fall 2010

230 High Intermediate Italian

Speaking and writing are strongly emphasized in this course. Reading of contemporary literary texts and class projects will help students improve and refine the use of linguistic expressions and prepare for more advanced conversations in Italian. Students enrolled in ITL 230 are also strongly encouraged to take ITL 235 Advanced Conversation in the spring semester. Taking these two courses will guarantee steady progress in language proficiency. Prerequisite: ITL 110y or ITL 111 or 220 or permission of the department. **{F}** 5 credits

Bruno Grazioli

Offered Fall 2010

235 Advanced Conversation

Practice in conversation, using a variety of materials including newspaper articles, films, television broadcasts and Web sites. This course is designed to develop oral proficiency. There is no written work. All exams will be oral. Prerequisite: for the Fall course ITL 110 or 111 or placement exam to assure correct language level. Prerequisite for the Spring course: ITL 220 or 230 or 231 or placement exam to assure correct language level. This course can be repeated. **{F}** 2 credits

Morena Svaldi, Laura Di Pofi

Offered Fall 2010, Spring 2011

B. Literature and Culture

The prerequisite for ITL 250 is ITL 220 or ITL 230 or ITL 231. There is no prerequisite for ITL 252 because it is conducted in English.

The prerequisite for 300-level courses conducted in Italian is fluency in written and spoken Italian and permission of the instructor.

FYS 185 Style Matters: The Power of the Aesthetic in Italian Cinema

Examining Italian cinema from neorealism to today, this course will investigate how major directors have negotiated two apparently independent postwar traditions: the aesthetic of realism (which purports to show

Italian society and landscape without embellishments) and that search for beauty and style which has historically characterized Italian civilization and become its trademark in today's global culture (*Made in Italy*). Directors include Amelio, Antonioni, Bertolucci, De Santis, De Sica, Germi, Moretti, Ozpetek, Pasolini, Visconti. Conducted in English. Films with English subtitles. Enrollment limited to 16 first-year students. **WI {L/A}** 4 credits

Anna Botta

Offered Fall 2010

205 Savoring Italy: Recipes and Thoughts on Italian Cuisine and Culture

The course will examine Italy's varied geography, history and artistic tradition to further appreciate Italy's rich, delicious, yet simple cuisine. In our travels we will move from the *caffè* to the *pizzeria*, to the *trattoria*, to the *pasticceria*, to the *enoteca* to probe the cultural impact Italian cuisine has on promoting a holistic philosophy for eating/drinking/speaking best reflected by the now renowned Italian "Slow food" movement. Taught in English. Graded S/U only. **{L}** 2 credits
Bruno Grazioli and members of the department
Offered each Spring

250 Survey of Italian Literature I

Prerequisite for students applying for Junior Year Abroad in Florence. Reading of outstanding works and consideration of their cultural and social backgrounds from the Middle Ages to the Renaissance. One class a week is dedicated to linguistic preparation of the text studied. Prerequisite: ITL 220, and/or 230, and/or 231 or permission of the instructor. Course may not be taken S/U. **{L/F}** 4 credits

Alfonso Procaccini

Offered each Spring

251 Survey of Italian Literature II

A continuation of ITL 250, concentrating on representative literary works from the High Renaissance to the modern period. Normally to be taken during junior year in Florence. Maybe taken in Northampton as a Special Studies with the permission of the chair of the department. Prerequisite: ITL 250 or permission of the chair. Course may not be taken S/U.

252 ITALY: "La Dolce Vita"

We will look at Italy's rich cultural history, thus examine its illustrious artistic tradition as well as some of the

reasons that Italy has achieved over the centuries the recognition and the mystique of cultivating a philosophy of living best expressed by the title of Fellini's classic film, *La dolce vita*. The class will follow a lecture/discussion format: invited Smith faculty members from other departments will join the class to share her/his passion and specialized knowledge of Italian culture. Required work includes weekly readings, oral presentation in class and regular film viewings. Knowledge of Italian is recommended but not required. Conducted in English. {L} 4 credits.

Alfonso Procaccini

Offered each Fall

332 Dante: *Divina Commedia—Inferno and Purgatorio*

Detailed study of Dante's *Inferno* in the context of his other works. Conducted in Italian. {L/F} 4 credits

Alfonso Procaccini

Offered Fall 2010

334 Boccaccio: *Decameron*

An in-depth thematic study of Boccaccio's literary masterpiece, *Decameron*, including its style, structure and historical context. Particular attention will be devoted to Boccaccio's singular interest in how imagination effectively combats the various constraints and even tragic aspects of life such as the plague or certain forms of social, political, psychological oppression. In what way do Boccaccio's *novelle* provide every reader the same "*diletto e utile consiglio*" which he was so intent on offering his gracious ladies? Conducted in Italian. Open only to senior Italian majors or by permission of the instructor. {L/F} 4 credits

Alfonso Procaccini

Offered Spring 2011

346 Senior Seminar: Dialogue Between Two Major Writers of Italian Literature: Galileo Galilei (1564–1642) and Italo Calvino (1923–1985)

Our historical period is characterized by a sharp distinction between scientific and literary discourse. There are, however, a few important exceptions to the bitter debate that has become known in recent years as "the Science Wars." Throughout his career, Italo Calvino (1923–1985) praised the Renaissance scientist Galileo Galilei (1564–1642) as the greatest writer in the history of Italian literature. Calvino admired Galileo's language for its precision and scientific rigor, but also for its elegance and the bold novelty of its metaphors. This course will explore an imaginary dialogue between

these two major authors and will discuss what distinguishes literary and scientific discourse, making special reference to the contemporary debates among literary writers, semioticians, historians of science and scientists. We will read texts by Calvino, Galileo, Lucretius, Leopardi, Ariosto, Ortese, Barthes, Latour, Snow, Sokal. Conducted in Italian. (E) {L/N/F} 4 credits

Anna Botta

Offered Spring 2011

348 Senior Seminar: The Creation of Italian Identity (1800–1900)

The course will explore different notions of Italian national identity. The first part will concentrate on the Risorgimento (19th century) as the historical moment, which witnessed the amplification of a debate around national identity. Texts by Alfieri, Leopardi, Foscolo and Manzoni will here be studied. The second part of the course will follow the development of this concept until our days through the analysis of poetry, novels, essays and media. A compendium of theories on the process of national identity formation will also be presented. This will enable students to discern the complexity of the expression national identity and to determine its applicability within the Italian situation. Conducted in Italian; enrollment limited to 12; permission of the instructor required. {L/F} 4 credits

Bruno Grazioli

Offered Fall 2010

Cross-listed Courses

CLT 305 Studies in the Novel

Topic: The Postmodern Novel. Why is it that vision and light (as in the expression, "I see" or "This throws light on") have become metaphors for understanding? Would it be possible to imagine a world through one of the so-called "minor senses" (taste, smell or hearing)? One of the many challenges postmodern authors have taken on is to question the predominance of the eye, a commonplace of Western thought at least since Aristotle. The topic will be explored both through theoretical texts and contemporary novels. Writers will include Barthes, Calvino, Suskinds, Rushdie, Celati, Simon, Lanchester. {L} 4 credits

Anna Botta

Offered Fall 2010

400 Special Studies

For qualified juniors and senior majors only. Admission by permission of the instructor.

1 to 4 credits

Members of the department

Offered both semesters each year

404 Special Studies

By permission of the chair, for senior majors.

4 credits

Members of the department

Offered both semesters each year

408d Special Studies

By permission of the chair, for senior majors.

8 credits

Members of the department

Full-year course; offered each year

The Major in Italian Language and Literature and Italian Studies

Advisers: Anna Botta, Alfonso Procaccini

Advisers for Study Abroad: Anna Botta, Alfonso Procaccini

Basis: ITL 110y or ITL 111, ITL 220 or ITL 230 (or permission of the department).

Requirements: The basis, ten semester courses.

The following courses are compulsory for majors attending the JYA in Florence:

Sophomore year—Spring: ITL 250, JYA—Survey 2 ITL 251, Stylistics ITL 240.

The following courses are compulsory for majors not attending the JYA in Florence: 250, 231, 251

All majors in Italian language and literature must attend ITL 332 and 334 (Dante and Baccaccio) and a senior seminar in Italian during their senior year. No course counting for the major can be taken S/U.

The rest of the courses can be chosen among the following: 334, 338, 340, 342, 343, 344, 346, 348, 404, 408d, 430d, CLT 305, CLT 355. (All written work in the

CLT courses and in the courses taught in English must be done in Italian to be accepted for the Italian major).

Courses taken during the Junior Year Abroad in Florence will be numbered differently and will be considered as equivalent to those offered on the Smith campus, subject to the discretion of the department.

Students considering graduate school in Italian language and literature are encouraged to take CLT 300.

The Major in Italian Studies

Advisers: Anna Botta, Alfonso Procaccini

Basis: ITL 110y or ITL 111, ITL 220 or ITL 230.

Italian studies majors are expected to achieve competence in both written and spoken Italian. Participation in the Junior Year Abroad in Florence is not required but it is strongly recommended.

Requirements: The basis plus additional ten semester courses which include:

ITL 240 Stylistics (offered only in Florence)

ITL 250 and 251

Three (non-language) courses taken in the Italian department on campus or during the JYA in Florence. Courses in Florence must be approved by the chair of the Italian department to count towards the major in Italian studies. All courses taught by Italian faculty members outside the Italian department will also fulfill the requirement (for instance CLT 305 or CLT 214) when all written work is done in Italian. Independent studies and honor theses may count as part of this category.

Three courses in other Smith departments/programs or at the University of Florence. These courses will be chosen in accordance with the interests of the student and with the approval of the Italian department adviser. No course counting for the major can be taken S/U.

Relevant departments include but are not limited to: American Studies, Archeology, Art History, Comparative Literature, Classics, Education, Film Studies,

Government, History, History of Science, International Relations, Linguistics, Music, Philosophy, Religion, Sociology.

One senior literature seminar (all work done in Italian).
One semester of ITL 332 or 334 (Dante or Boccaccio).
All work must be done in Italian.

The Minor in Italian Language and Literature

Advisers: Anna Botta, Alfonso Procaccini

A minor in Italian offers the student the opportunity to acquire the basic skills and a reasonable knowledge of the Italian language as well as an overview of the history of Italian literature and culture. Furthermore, it offers the possibility for students returning from study abroad to continue with Italian on a limited program. If a student does not wish to major in Italian, a minor would grant her the opportunity of official recognition for the courses taken.

Basis: ITL 110y, ITL 220 or ITL 230 or permission of the department.

Required: Six semester courses including the following: 231 and 250. Choice of two from two different periods including: 251, 332, 334, 338, 340, 342, 343, 344, 346, 348, 404. At least one 300-level course, in Italian, must be taken during senior year.

Courses taken during the Junior Year Abroad in Florence will be numbered differently and will be considered as equivalent to those offered on the Smith campus, subject to the discretion of the Department.

Honors in Italian Language and Literature

Director: Anna Botta

ITL 430d Honors Project

8 credits

Full-year course; Offered each year

Honors in Italian Studies

ITS 430d Honors Project

8 credits

Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Graduate

Advisers: Alfonso Procaccini, Anna Botta

An excellent knowledge of both written and spoken Italian is a prerequisite for the program. Candidates spend their first year in Florence, enrolled at the University of Florence and at the Smith Center. Required minimum of 32 credits. The thesis is written during the second year, on campus, under the direction of a member of the department.

550d Research and Thesis

8 credits

Full-year course; Offered each year

Jewish Studies

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Justin Cammy, Ph.D., Assistant Professor of Jewish Studies

Ilona Ben-Moshe, M.S.S.C., Lecturer in Jewish Studies

Jewish Studies Advisory Committee

Ernest Benz, Associate Professor of History

Silvia Berger, Lecturer in Spanish and Portuguese

Justin Cammy, Assistant Professor of Jewish Studies

Lois Dubin, Professor of Religion

Joel Kaminsky, Professor of Religion

Ellen W. Kaplan, Professor of Theatre, *Director*

*** Jocelyne Kolb, Professor of German Studies

The Program in Jewish Studies fosters the interdisciplinary study of Jewish civilization from ancient times until today. Students take courses in the program, as well as offerings from other departments at Smith and in the Five Colleges in Jewish literature, history, politics, religion and culture.

Students who wish to pursue advanced work in Jewish studies should begin learning Hebrew as soon as possible. The completion of JUD 100y or equivalent is required before beginning a semester of study in Israel.

Basis

225/REL 225 Jewish Civilization

A grand sweep of core narratives and beliefs that have animated Jews and Judaism from antiquity to the present. Readings from the classical library of Jewish culture (Bible, Talmud, midrash, Passover Haggadah, mystical and philosophical works, Hasidic tales) and from modern Jewish literature, thought and popular culture. Focuses on dynamics of religious, cultural and national reinvention at specific moments and places in Jewish history **{H/L}** 4 credits

Joel Kaminsky

Offered Spring 2011

Language

100y Elementary Modern Hebrew

A yearlong introduction to modern Hebrew, with a focus on equal development of the four language skills: reading, writing, speaking and listening. Study of

Israeli song, film and short texts amplifies acquisitions of vocabulary and grammar. By the end of the year, students will be able to comprehend short and adapted literary and journalistic texts, describe themselves and their environment, express their thoughts and opinions and participate in classroom discussions. No previous knowledge of Hebrew language is necessary. Enrollment limited to 18. **{F}** 10 credits

Ilona Ben-Moshe

Full-year course; Offered 2010–11

110j Elementary Yiddish

An introduction to Yiddish language in its cultural context. Fundamentals of grammar and vocabulary designed to facilitate reading and independent work with Yiddish texts. The course is divided into three parts: intensive language study every morning; a colloquium on aspects of Yiddish cultural history; and an afternoon service internship with the collection of the National Yiddish Book Center, the largest depository of Yiddish books in the world. Smith enrollment limited to 9; admission by permission of the instructor. Taught on site at the National Yiddish Book Center. In order to receive foreign language Latin Honors credit, students must complete an additional semester of Yiddish through Special Studies, within the Five Colleges or through approved coursework elsewhere. **{H/F}** 4 credits
Course Coordinators: Justin Cammy (Smith College), Rachel Rubinstein (Hampshire College) and staff of the National Yiddish Book Center
Offered Interterm 2011

200 Intermediate Modern Hebrew

Continuation of JUD 100y. Emphasizes skills necessary for proficiency in reading, writing and conversational Hebrew. Transitions from simple Hebrew to more colloquial and literary forms of language. Elaborates and presents new grammatical concepts and vocabulary, through texts about Israeli popular culture and everyday life, newspapers, films, music and readings from Hebrew short stories and poetry. Prerequisite: one year of college Hebrew or equivalent or permission of the instructor. Enrollment limited to 18. Offered at Smith in alternate years. In Fall 2010 Intermediate Modern Hebrew is offered at Mount Holyoke by Ilona Ben-Moshe. Van service may be available. **{F}** 4 credits
Ilona Ben-Moshe
 Offered Fall 2011

Additional opportunities for the study of modern Hebrew, Biblical Hebrew or Yiddish may be available through special studies at Smith, within the Five College consortium, or through summer study abroad. Please consult the Jewish studies Web site for an up-to-date list.

Classical Texts**REL 210 Introduction to the Bible**

Joel Kaminsky
 Offered Fall 2010

REL 310 Seminar: Judges

Joel Kaminsky
 Offered Spring 2011

History And Thought**284 (C) The Jews of Eastern Europe, 1750–1945**

The modern history of the largest Jewish community in the world, from life under the Russian tsars until its extermination in World War II. Topics include the effects of tsarist legislation, pogroms, Polish nationalism, the Russian Revolutions and Sovietization; competition between new forms of ecstatic religious expression (Hasidism) and the Jewish Enlightenment; proto-feminist critiques of traditional society; varieties of political self-assertion such as Zionism, Jewish Socialism, Diasporism and Communism; folklore and the birth of modern Jewish identity; and the tension between memory and nostalgia in the aftermath of the

Holocaust. Enrollment limited to 18. **{H}** 4 credits
Justin Cammy
 Offered Spring 2011

HST 350 Histories of the Holocaust

Darcy Buerkle
 Offered Spring 2011

REL 223 The Modern Jewish Experience

Lois Dubin
 Offered Fall 2010

REL 320 Seminar: Jewish Religion and Culture

Topic: Jewish Women's History.
Lois Dubin
 Offered Spring 2011

GOV 229 Government and Politics of Israel

Donna Robinson Divine
 Offered Fall 2010

GOV 248 The Arab-Israeli Dispute

Donna Robinson Divine
 Offered Spring 2011

Literature And The Arts**FYS 186 Israel: Texts and Contexts**

The role of literary and visual culture in the construction of Israel's founding myths and critiques of its present realities. The relationship between Zionism as a political ideology and as an aesthetic revolution: redefining sacred and secular space (Jerusalem, the socialist kibbutz, cosmopolitan Tel Aviv); reviving Hebrew as a living language; rewriting the Bible; and imagining the New Jew. How shadows of the Holocaust, fantasies of the Arab and post-nationalist ennui shape the context of the broader Middle East. Poetry, prose, song, art and film from before and after the creation of a Jewish state, all in translation. Enrollment limited to 16 first-year students. WI **{L}** 4 credits
Justin Cammy
 Offered Fall 2010

CLT 218 Holocaust Literature

Creative responses to the destruction of European Jewry, differentiating between literature of the Holocaust (texts written in extremis in ghettos, camps or in hiding) and the vast post-war literature about the Holo-

caust. In what ways do dynamics of artistic representation respond to the cultural, linguistic and ideological context, intended audience and passage of time? Who is authorized to tell the story of the Holocaust? How to balance competing claims of individual and collective experience, the rights of the imagination and the pressures for historical accuracy. Selections from a variety of artistic genres (diary, reportage, poetry, novel, oral testimony, comic book, graphic novel, film, monuments, museums, literary theory), balancing works addressed to European and American audiences by virtue of their composition in non-Jewish languages, and the recovery of Yiddish and Hebrew voices, all in translation. Open to students at all levels. **[L/H]** 4 credits

Justin Cammy

Offered Fall 2010

258/ENG 230 American Jewish Literature

Jewish literary engagement with America, from Yiddish writing on the margins to the impact of native-born authors and critics on the post-war literary scene.

Topics include narratives of immigration; the myth of America and its discontents; the Yiddish literary world on the Lower East Side and the New York Intellectuals; ethnic satire and humor; crises of the left involving Communism, Black-Jewish relations and '60s radicalism; the Holocaust in American culture; tensions between Israel and America as "promised lands"; and the creative betrayal of folklore in contemporary fiction. Must Jewish writing in America remain on the margins, "too Jewish" for the mainstream yet "too white" for the new multicultural curriculum? **[L]** 4 credits

Justin Cammy

Offered Spring 2011

SPN 246 Life Stories by Latin American Jewish Writers In Spanish.

Silvia Berger

Offered Spring 2011

Special Studies

400 Special Studies

1 to 4 credits

Offered both semesters each year

The Major

Advisers: Ernest Benz, Silvia Berger, Justin Cammy, Lois Dubin, Joel Kaminsky, Ellen Kaplan, Jocelyne Kolb

The major in Jewish studies comprises 12 semester courses.

A. Requirements

1. Basis: JUD 225 Jewish Civilization, normally taken in a student's first or second year.
2. Language: JUD 100y Elementary Modern Hebrew, counting as two semester courses. Students who arrive at Smith with the equivalent of a year of college-level Hebrew may petition for exemption from this requirement; in such cases, they are strongly encouraged to continue their study of Hebrew language.

B. Breadth

One course in each of the following:

1. Classical Texts
2. History and Thought
3. Literature and the Arts

Students can expect advisers to work closely with them to select electives that cover the chronological sweep of Jewish civilization.

C. Concentration

Three courses on a unifying theme, period, geographic area or body of literature. A student defines her concentration in consultation with her adviser. No more than one 100-level course may count toward the concentration. One course taken in fulfillment of the breadth requirement may count toward the concentration.

D. Seminar and/or Advanced Special Studies

One seminar from the program's approved list of courses (for example, JUD 362, REL 310, REL 320, GOV 323) or a research-intensive JUD 400 Special Studies.

E. Electives

In choosing elective courses within the major, students should keep in mind the following:

Jewish studies highly values the study of language. Although JUD 100y is the minimum requirement for the major, the Program strongly encourages students to continue study of Hebrew, and to do so at Smith, when appropriate courses are available: JUD 200 (Intermediate Modern Hebrew); special studies in language. A student may continue her study of Hebrew, or of another Jewish language (such as Yiddish) within the Five-College consortium or at an approved program elsewhere.

With the approval of her adviser, a student may count up to two Smith College courses that are not part of the approved list of Jewish studies courses toward the major as electives, when such courses offer a broader comparative framework for Jewish studies. In such cases, a student writes at least one of her assignments for the course on a Jewish studies topic. Such courses do not count towards the breadth or concentration requirement.

F. Courses elsewhere

Courses in the Five-College consortium, on Junior Year Abroad Programs or on other approved programs for study away may count toward the major. A student's petition to count such a course must be approved by the major adviser and the Jewish studies program after the course has been completed.

G. Additional Guidelines

1. No course counting toward the major may be taken for an S/U grade.
2. Normally, at least seven of the courses toward the major shall be taken at Smith College.
3. No more than two courses at the 100-level, other than JUD 100y, may count toward the major.
4. In order to support the interdisciplinary nature of a major in Jewish studies, normally no more than seven of a student's courses shall be from the same academic department.

Honors

Director: Lois Dubin

430d Honors Project

Full-year course; offered each year

Requirements for the Honors major: Twelve semester-courses, with JUD 430d counting for two of them. The thesis is written during the two semesters of a student's senior year, and is followed by an oral examination.

To be admitted to the Honors Program, a student must have a 3.4 cumulative GPA through the junior year, demonstrate an ability to do independent work, and have her thesis approved by the Program by the requisite deadline.

For honors guidelines, please consult the Jewish studies Web site at www.smith.edu/jud/honors.html.

The Minor

Advisers: Same as those listed for the major

Students contemplating a minor in Jewish studies should see an adviser as early as possible to develop a minor course program.

Requirements:

A total of five courses:

1. JUD 225, the basis of the minor;
2. Four additional courses distributed over at least three of the areas of Jewish studies (Language, Classical Texts, History and Thought, Literature and the Arts). Normally, a student electing to minor in Jewish studies will take at least three courses toward the minor at Smith. The yearlong JUD 100y counts as one course toward the minor.

Study Away

The program encourages international study as a way to enhance knowledge of Jewish history, experience and languages. The completion of JUD 100y or equivalent is required before beginning a semester of study in Israel.

Students interested in Jewish studies abroad, including summer study of Hebrew or Yiddish, should consult the adviser for study away. A list of approved programs in Israel, Europe, Australia and the Americas is available on the program Web site at www.smith.edu/jud.

Adviser for Study Away: Justin Cammy

Smith courses counting toward the Jewish Studies major and minor

I. Basis

JUD 225/REL 225 Jewish Civilization
(formerly JUD 187)

II. Language

JUD 100Y Elementary Modern Hebrew
JUD 110J Elementary Yiddish
JUD 200 Intermediate Modern Hebrew

III. Classical Texts

REL 210 Introduction to the Bible I
REL 211 Wisdom Literature and Other Books from the Writings
REL 213 Prophecy in Ancient Israel
REL 216 Topics in Biblical Studies: Archaeology and the Bible: From Ancient Israel to Early Judaism and Christianity
REL 222 Sages, Strangers and Women: An Introduction to Rabbinic Literature
REL 230 Reading the Bible through Rabbinic Eyes
REL 310 Sibling Rivalries: Israel and the Other
REL 310 Judges

IV. History and Thought

FYS 163 The Holy Land
GOV 229 Government and Politics of Israel
GOV 248 The Arab–Israel Dispute
GOV 323 Warring for Heaven and Earth: Jewish and Muslim Political Activism in the Middle East
HST 350 Histories of the Holocaust
JUD 283 The Spanish Inquisition
JUD 284 The Jews of Eastern Europe, 1750–1945
REL 220 Jews and Judaism in the Ancient World
REL 221 Jewish Spirituality: Philosophers and Mystics
REL 223 The Modern Jewish Experience
REL 224 Jews and Judaism in the Americas

REL 227 Judaism/Feminism/Women's Spirituality
REL 320 Tying and Untying the Knot: Women, Marriage and Divorce
REL 320 Jewish Women's History

V. Literature and the Arts

CLT 214 Literary Anti-Semitism
CLT 218 Holocaust Literature
CLT 275 Israeli Literature and Film
CLT 277 Modern Jewish Fiction
ENG 230/JUD 258 American Jewish Literature
FYS 186 Israel: Texts and Contexts
GER 230 Nazi Cinema
GER 241 Jews in German Culture
JUD 257 Jewish Writers in Modernist Berlin
JUD 260 Yiddish Literature and Culture
JUD 362 Punchline: The Jewish Comic Tradition
SPN 246 Life Stories by Latin American Jewish Writers (in Spanish)
THE 220 Homelands: Mythmaking, Representation and Debate in Israeli Drama
THE 241 Staging the Jew

The following are examples of courses that touch on Jewish studies and that may count as an elective toward the major with the prior approval of an adviser. Students must write one of their assignments for such courses on an appropriate Jewish studies topic. Please consult the offerings of other programs and departments and your adviser, for additional possibilities:

FYS 169 Women and Religion
FYS 174 The Muslim World in the Age of the Crusades
GER 248 Laboratories of Modernity, 1800–1900
HST 203 Alexander the Great and the Hellenistic World
HST 205 The Roman Empire
HST 227 Outcasts: Minorities in Medieval Society
HST 228 Medieval Peripheries
HST 243 Reconstructing Historical Communities
HST 246 Memory and History
HST 255 Twentieth-Century European Thought
MES 100 Family and Society in the Middle East: An Introduction through Film
REL 105 Introduction to World Religions
REL 215 Introduction to the Bible II
SPN 250 Sex and the Medieval City
SPN 332 The Middle Ages Today
SPN 332 Queer Iberia

Landscape Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Visit www.smith.edu/catalog for current course information.

^{**2} Ann Leone, Ph.D., Professor of French Studies and Landscape Studies, *Director*

Nina Antonetti, Ph.D., Assistant Professor in Landscape Studies

Reid Bertone-Johnson, Ed.M., M.L.A., Lecturer in Landscape Studies

Associated Faculty

^{**2} Dean Flower, Ph.D., Professor of English Language and Literature

^{*1} Barbara Kellum, Ph.D., Professor of Art

Michael Marcotrigiano, Ph.D., Professor of Biological Science and Director of the Botanic Garden

James Middlebrook, M.Arch., Assistant Professor of Art

^{**1} Douglas Patey, Ph.D., Professor of English Language and Literature

^{*1} Suzanne Gottschang, Ph.D., Associate Professor of Anthropology

Jesse Bellemare, Ph.D., Assistant Professor of Biological Sciences

Susannah Howe, Ph.D., Director of the Design Clinic and Lecturer in Engineering

LSS 100 Issues in Landscape Studies

Through readings and a series of lectures by Smith faculty and guests, we will examine the history and influences out of which landscape studies is emerging. We will look at the relationship of this new field with literary and cultural studies, art, art history, landscape architecture, history, biology and environmental sciences. What is landscape studies? Where does it come from? Why is it important? How does it relate to, for instance, landscape painting and city planning? How does it link political and aesthetic agendas? What is its role in current sustainability debates and initiatives among architects, landscape architects, planners and engineers? Students may take this course twice for credit. S/U only. **[H/S/A]** 2 credits

Ann Leone, Director; Reid Bertone-Johnson, Co-Director

Offered Spring 2011

LSS 105 Introduction to Landscape Studies

Landscape studies is a burgeoning new field at Smith College and is the first program of its kind at a liberal arts college in this country. This introductory course will be a chronological and thematic exploration of the issues that define the evolving field of landscape studies. Topics will range from ancient to contemporary, scientific to artistic, cultural to political, theoretical to practical. We will consider corporate, domestic, indus-

trial, post-industrial, tourist, landfill and agricultural landscapes from around the globe. Much of this course is new terrain, so be prepared for impromptu readings, discussions, and guest lectures as topics become topical, issues develop into debates and events get announced. Priority given to first-years, sophomores and LSS minors. Enrollment limited to 30. **[H/S/A]** 4 credits

Nina Antonetti

Offered Fall 2010

LSS 200 Socialized Landscapes: Private Squalor and Public Affluence

Certain landscapes dissolve economic, political, social, cultural constructs to foster diversity on common ground. This course will trace the development of these socialized landscapes, specifically in Europe and North America in the last two centuries, as places of reform, respite and refuge. Focusing on a series of case studies we will characterize what makes a place a socialized landscape, identify how it improves its community, and consider how a dysfunctional space might be transformed into a socialized landscape. This discussion-based course will have a practical component insofar as we will propose ways of socializing a real site for a client. Prerequisite: LSS 105 or permission of the instructor. Enrollment limited to 20. **[H/S/A]** 4 credits

Nina Antonetti

Offered Fall 2010

LSS 220 Activism by Design

Landscapes have been settled, conquered, threatened and reclaimed throughout world history. How have indigenous people overcome such devastation as colonialism, industrialism, poverty, and climate change to boast pilot programs in landscape architecture, conservation and agriculture? Case studies of resilience and ingenuity include the botanic gardens in the West Indies, national parks in Costa Rica, agritourism in Tuscany, sustainable design in the Northwest Territories and open space in Oakland, California. Can comprehensive analysis of these individual solutions offer global templates? Prerequisites: LSS 100 or LSS 105. Enrollment limited to 20. (E) **{H/S/A}** 4 credits

Nina Antonetti

Offered Spring 2011

LSS 250/ARS 281 Studio: Landscape and Narrative

This studio asks students to consider the landscape as a location of evolving cultural and ecological patterns, processes and histories. Beginning with readings and discussions students work through a series of projects that engage with the narrative potential of landscape and critically consider the environment as socially and culturally constructed. A variety of media are used in the design process including drawing, model-making, collage and photography. Prerequisites: Permission of the instructor. Priority given to LSS minors and ARCH majors. Enrollment limited to 12. **{A/S}** 4 credits

Reid Bertone-Johnson

Not offered 2010–11

LSS 255 Art and Ecology

Environmental designers are in the unique and challenging position of bridging the science of ecology and the art of place-making. This studio emphasizes the dual necessity for solutions to ecological problems that are artfully designed and artistic expressions that reveal ecological processes. Beginning with readings, precedent studies and in-depth site analysis, students will design a series of projects that explore the potential for melding art and ecology. Prerequisite: two LSS courses or an equivalent accepted by the program or permission of the instructor. Enrollment limited to 12. **{A/S}** 4 credits

Reid Bertone-Johnson

Offered Fall 2010

LSS 300 Rethinking Landscape

This capstone colloquium for the study of the built environment will explore myriad issues in design—including territory, expansion, sexuality, disjunction, fantasy, dwelling, memory, nationalism—in the context of critical approaches such as modernism, deconstruction, structuralism, poststructuralism, phenomenology and gender. A full range of landscapes will be studied, from rural to urban, ancient to contemporary, east to west. A group project will culminate in independent research. By permission of the instructor. Priority given to LSS minors, and seniors and juniors. Enrollment limited to 12. **{H/S/A}** 4 credits

Nina Antonetti

Offered Spring 2011

389/ARS 389 Broad-scale Design and Planning Studio

This class is intended for students who have taken introductory landscape studios and are interested in exploring more sophisticated projects. It is also for architecture plus urbanism majors who have a strong interest in landscape architecture or urban design. In a design studio format, the students will analyze and propose interventions for the built environment on a broad scale, considering multiple factors (including ecological, economic, political, sociological and historical) in their engagement of the site. The majority of the semester will be spent working on one complex project. Students will use digital tools as well as traditional design media and physical model building within a liberal arts based conceptual studio that encourages extensive research and in depth theoretic inquiry. Prerequisites: Permission of Instructor. Previous studio experience and two architecture and /or landscape studies courses suggested. Priority given to LSS minors and ARCH majors. Enrollment limited to 12 **{A}** (Q)

Reid Bertone-Johnson, To be announced

Offered Spring 2011

LSS 400 Special Studies

Admission by permission of the instructor and director, normally for senior minors. Advanced study and research in landscape studies-related fields. May be taken in conjunction with LSS 300 or as an extension of design work begun during or after a landscape studies or architecture studio. 1–4 credits

Nina Antonetti, Reid Bertone-Johnson, Ann Leone

Offered both semesters each year

Cross-Listed Courses

ARS 283 Introduction to Architecture: Site and Space

The primary goal of this studio is to engage in the architectural design process as a mode of discovery and investigation. Design does not require innate spontaneous talent. Design is a process of discovery based on personal experience, the joy of exploration, and a spirited intuition. Gaining skills in graphic communication and model making, students will produce projects to illustrate their ideas and observations in response to challenging questions about the art and craft of space-making. Overall, this course will ask students to take risks intellectually and creatively, fostering a keener sensitivity to the built environment as something considered, manipulated and made. Prerequisite: one art history course at the 100 level. Enrollment limited to 12. **{A}** 4 credits

James Middlebrook

Offered Fall 2010

ARS 285 Introduction to Architecture: Language and Craft

The primary goal of this studio is to gain insight into the representation of architectural space and form as a crafted place or object. Students will gain skills in graphic communication and model making, working in graphite, pen, watercolor and other media. We will look at the architecture of the past and present for guidance and imagine the future through conceptual models and drawings. Overall, this course will ask students to take risks intellectually and creatively, fostering a keener sensitivity to the built environment as something considered, manipulated and made. Prerequisite: one art history course at the 100 level. Enrollment limited to 12. **{A}** 4 credits

James Middlebrook

Offered Spring 2011

ARS 386 Topics in Architecture

This course will explore a rotating selection of themes in the built environment, with strong emphasis on interdisciplinary work. Topics may include preservation and nostalgia, vernacular architecture and landscapes, urban design and planning, architectural theory and practice, material culture methods or other themes. Prerequisites: ARS 163, 283, 285, (or equivalent LSS studio) and two art history courses or permission of the instructor. This course may be repeated for credit with a

different topic. Enrollment limited to 12. **{A}** 4 credits
James Middlebrook
Offered Fall 2010

ARS 388 Advanced Architecture: Complex Places, Multiple Spaces

This course considers architecture as a socially constructed place. We will examine the built environment through readings, slide presentations and film. A final project, involving either the manipulation/examination/interpretation of place and space through modeling and graphic communication or a multimedia research project exploring a socially constructed place will be required. Prerequisites: ARS 163, 283, 285 and two art history courses or permission of the instructor. Enrollment limited to 12. A required fee of \$75 to cover group supplied materials will be charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. **{A}** 4 credits

James Middlebrook

Offered Spring 2011

Landscape Studies—Related Courses

AMS 220 Colloquium: In the 'burbs: Culture, Politics, Identity

Offered Fall 2010

AMS 302 Seminar: The Material Culture of New England, 1630–1860

Offered Spring 2011, Spring 2012

ANT 236 Economy, Ecology and Society

Offered Spring 2011

ARH 101 Home as a Work of Art

Offered Spring 2011

ARH 101 Realism: The Desire to Record the World

Offered Fall 2010

ARH 250 Building Baroque Europe (L)

Offered Spring 2011

ARS 162 Introduction to Digital Media

Offered Fall 2010, Spring 2011

CLT 253 Literary Ecology

Offered Fall 2010

ECO 224 Environmental Economics

Offered Spring 2011

ECO 230 Urban Economics

Offered Spring 2011

ENV 311 Environmental Integration III: Interpreting and Communicating Information

Offered Spring 2011

FYS 103 Geology in the Field

Offered Fall 2010

FYS 158 Reading the Earth

Offered Fall 2010

GEO 101 Introduction to Earth Processes and Earth History

Offered Fall 2010

GEO 102 Exploring the Local Geologic Landscape

Offered Fall 2010

GEO 150/ENV 150 Modeling our World: An Introduction to Geographic Information Systems

Offered Spring 2011

SOC 233 Environment and Society

Offered Spring 2011

The Minor in Landscape Studies

Adviser: Ann Leone**Graduate Adviser:** Reid Bertone-Johnson, Ann Leone

The minor consists of six courses, to be chosen in consultation with a LSS adviser. One course should normally be at the 300 level.

Requirements for all minors include:

1. A one-semester introductory course: LSS 105
2. One other LSS course: LSS 200, 210 (colloquia) or LSS 100 taken twice
3. Biology 120 and 121 (Landscape Plants and Issues, plus lab) or BIO 122 and 123 (Horticulture + lab).

We do not require a studio course in LSS or ARS, although we strongly recommend at least two studios for any student considering graduate studies in landscape related fields.

Students will select three other courses from the list of related courses (see our Web site), in consultation with the minor adviser. We encourage you to concentrate these three courses in one of the following areas:

- 1) Landscape design, history and theory (examples: LSS 250, 255 and LSS 300, related courses in art history and literature)
- 2) Land use and development (examples: environmental science and policy, engineering, urban studies, sociology, studio courses)
- 3) Horticulture and plant biology

Latin American and Latino/a Studies

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Advisers and Members of the Latin American and Latino/a Studies Committee

^{**2} Fernando Armstrong-Fumero, Assistant Professor of Anthropology

^{†2} Susan C. Bourque, Professor of Government

^{†1} Ginetta Candelario, Associate Professor of Sociology and of Latin American and Latino/a Studies

Velma García, Associate Professor of Government,
Director

^{†1} María Estela Harretche, Professor of Spanish and Portuguese

Marguerite Itamar Harrison, Associate Professor of Spanish and Portuguese

Michelle Joffroy, Associate Professor of Spanish and Portuguese

Marina Kaplan, Associate Professor Emerita of Spanish and Portuguese and of Latin American and Latino/a Studies

Gary Lehring, Associate Professor of Government

^{**1, *2} Dana Leibsohn, Associate Professor of Art

^{†2} Malcolm McNee, Assistant Professor of Spanish and Portuguese

Maria Helena Rueda, Assistant Professor of Spanish and Portuguese

^{**1} Nola Reinhardt, Professor of Economics

Nancy Saporta Sternbach, Professor of Spanish and Portuguese

Ann Zulawski, Professor of History and of Latin American and Latino/a Studies

LAS 260/HST 260 (L) *Colonia! Latin America, 1492–1821*

The development of Latin American society during the period of Spanish and Portuguese rule. Social and cultural change in Native American societies as a result of colonialism. The contributions of Africans, Europeans and Native Americans to the new multi-ethnic societies that emerged during the three centuries of colonization and resistance. The study of sexuality, gender ideologies and the experiences of women are integral to the course and essential for understanding political power and cultural change in colonial Latin America. Basis for IALS major. **{H}** 4 credits

Ann Zulawski

Offered Fall 2010

LAS 261/HST 261 (L) *National Latin America, 1821 to the Present*

A thematic survey of Latin American history focusing on the development of export economies and the consolidation of the state in the 19th century, the growth of political participation by the masses after 1900, and

the efforts of Latin Americans to bring social justice and democracy to the region. Basis for the IALS major. **{H}** 4 credits

Ann Zulawski

Offered Spring 2011

LAS 301 Seminar: *Topics in Latin America and Latino/a Studies*

Topic: Cuban Society 1898 to the Present. This seminar examines social change in Cuba, particularly focusing on the period since the revolution of 1959. It will emphasize the economic and political history of modern Cuba as a basis for the discussion of various aspects of national life. Topics to be explored may include Cuba's relationship with the U.S., central planning and economic restructuring, race and ethnicity; social change and political pluralism; gender and sexuality; education; religion; art and architecture; healthcare and scientific development; music, dance and film. **{H/S}** 4 credits

Ann Zulawski

Offered Fall 2010

404 Special Studies

4 credits

Offered both semesters each year

The Major in Latin American Studies

This major builds on a basic understanding of the history of Latin America and a developing proficiency in Spanish. (A reading knowledge of Portuguese is also recommended.) Following this, a program of studies is developed that includes courses related to Spanish America and/or Brazil from the disciplines of anthropology, art, dance, economics, government, history, literature, sociology and theatre.

The S/U grading option is not allowed for courses counting towards the major.

Students choosing to spend the junior year studying in a Latin American country should consult with the appropriate advisers:

Adviser for Study Abroad in Spanish America: Majors should see their academic advisers.

Adviser for Study Abroad in Brazil: Malcolm McNee and Marguerite Harrison, Department of Spanish and Portuguese.

Five-Year option with Georgetown University: students interested in pursuing graduate studies in LAS have the option of completing an M.A. in Latin American Studies at Georgetown University in only one extra year and a summer. Those interested must consult with an LALS adviser during their sophomore year or early in their junior year.

Students primarily interested in Latin American literature may wish to consult the major programs available in the Department of Spanish and Portuguese.

Basis: LAS 260/HST 260 and LAS 261/HST 261.

Other Requirements:

1. Two courses in Spanish American literature usually SPN 260 and SPN 261. Advanced language students may replace one of these with a topics course, such as SPN 372 or SPN 373. A reading knowledge of Portuguese and/or one course related to Brazil is recommended.

2. Six semester courses (at the intermediate or advanced level) dealing with Spanish America and Brazil; at least two of the six must be in the social sciences (anthropology, economics, history, government, sociology); at least one four-credit course must be in the arts (art history, dance, theatre, film); at least two of the six must be at the 300-level.

Approved courses for 2010–11

American Studies

- 220 Visual Culture of the Mexico–U.S. Borderlands
Offered Fall 2010
- 221 Transnational Culture in the Americas
Offered Spring 2011

Anthropology

- 234 Culture, Power and Politics
Offered Spring 2011
- 237 Native South Americans
Offered Spring 2011
- 269 Indigenous Cultures and the State of Mesoamerica
Offered Fall 2010

Art

- 290 Collecting the Past: Art, Artifact and Ancient America
Offered Fall 2010
- 352 Trading Partners: Visual Culture and Economics of Exchange
Offered Fall 2010

Comparative Literature

- 268 Transnational Latina Feminisms
Offered Spring 2011

Dance

- 377 Advanced Studies in History and Aesthetics
Topic: Comparative Studies in Latin American Dance
Offered Spring 2011

Economics

- 213 The World Food System
Offered Fall 2010
- 318 Latin American Economics Seminar
Offered Fall 2010

First-Year Seminars

- 159 What's in a Recipe?
Offered Fall 2010

Government

- 220 Introduction to Comparative Politics
Offered Spring 2011
- 226 Latin American Political Systems
Offered Fall 2010
- 307 Seminar in American Government
Topic: Latinos and Politics in the United States
Offered Fall 2010

History

- 260 Colonial Latin America, 1492–1825
Offered Fall 2010, Fall 2011
- 261 National Latin America, 1821 to the Present
Offered Spring 2011, Spring 2012
- 361 Problems in the History of Spanish America and Brazil
Topic: Public Health and Social Change in Latin America, 1850–Present
Offered Fall 2010

Sociology

- 213 Ethnic Minorities in America
Not offered 2010–11
- 214 Sociology of Hispanic Caribbean Communities in the United States
Not offered 2010–11
- 314 Seminar in Latina/o Identity: Latina/o Racial Identities in the United States
Not offered 2010–11

Spanish and Portuguese

- POR 221 Topics in Portuguese and Brazilian Literature and Culture
Topic: Eco Brazil: Key Environmental Issues
Offered Spring 2011

- POR 381 Seminar in Portuguese and Brazilian Studies
Topic: Multiple Lenses of Marginality: New Brazilian Filmmaking by Women
Offered Fall 2010
- SPN 230 Topics in Latin American and Peninsular Literature
Topic: Central American Poetry of War and Peace
Offered Spring 2011
- SPN 245 Topics in Latin American and Peninsular Studies
Topic: Latin American Film Today: Global Visions, Local Expressions
Offered Fall 2010
- SPN 246 Topics in Latin American Literature
Topic: Enchanted Isle: Race and Ethnicity in Puerto Rican Culture
Offered Fall 2010
- SPN 246 Topics in Latin American Literature
Topic: Life Stories by Latin American Jewish Writers
Offered Spring 2011
- SPN 246 Topics in Latin American Literature
Topic: Zapatismo Now: Cultural Resistance on the "Other" Border
Offered Spring 2011
- SPN 260 Survey of Latin American Literature I
Offered Fall 2010
- SPN 261 Survey of Latin American Literature II
Offered Spring 2011
- SPN 371 Latin American Literature in a Regional Context
Topic: Centroamérica: Texts, Film, Music
Offered Fall 2010
- SPN 373 Literary Movements in Spanish America
Topic: Literature, Film and the Transnational Imagination in Latin America
Offered Spring 2011
- SPN 380 Seminar: Advanced Literary Studies
Topic: Translating Poetry
Offered Spring 2011

The Minor in Latin American Studies

Requirements: Six courses dealing with Latin America to be selected from anthropology, art, economics, government, history and literature. They must include LAS 260/HST 260, LAS 261/HST 261 and SPN 260 or SPN 261 and at least one course at the 300 level.

The Minor in Latino/a Studies

Requirements: Six courses which must include the following: LAS 260/HST 260 or LAS 261/HST 261, SPN 260 or SPN 261, one other class on Latin America to be chosen from anthropology, art, economics, government, history or literature; and three classes in Latino/a Studies to be chosen from CLT 268, GOV 216, GOV 307, SOC 214, SOC 314 or any other course in LALS, SPN, etc. dealing with Latino/a studies. At least one of the six courses must be at the 300-level. Students may count one course in Latino/a studies from another Five College institution towards the minor; students may also substitute a Spanish-language class at the 200 level for SPN 260/SPN 261.

Honors

Director: Fernando Armstrong-Fumero

430d Honors Project

8 credits

Full-year course; Offered each year

431 Honors Project

8 credits

Offered each Fall

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

For Five-College Certificate in Latin American Studies see the description on page 444.

Linguistics

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

^{**1} Jill de Villiers, Professor of Philosophy and Psychology, *Director*

Advisers

⁺¹ Giovanna Bellesia, Professor of Italian Language and Literature

⁺¹ Nalini Bhushan, Associate Professor of Philosophy
Joon-suk Chung, Lecturer in East Asian Languages and Literatures

Craig Davis, Professor of English Language and Literature

^{**1} Peter de Villiers, Professor of Psychology
Jay Garfield, Professor of Philosophy

⁺² Maki Hubbard, Associate Professor of East Asian Languages and Literatures

Lucy Mule, Associate Professor of Education and Child Study

^{**2} Joseph O'Rourke, Professor of Computer Science
Thalia Pandiri, Professor of Classical Languages and Literatures and Comparative Literature

^{**1} Douglas Patey, Professor of English Language and Literature

The Linguistics Minor

Linguistics is the science of human language: what is common to the languages of the world, and how it can best be described. It addresses questions concerning how languages diversify, and what the connections are among them. It also asks: What do humans know when they know a language? The minor allows students to explore some of these questions, making it a useful conjunction to several majors, for example in a language, or philosophy, education, logic, psychology, computer science or anthropology. An alternative minor in linguistics and philosophy of language is listed under philosophy.

Requirements: Six courses in linguistics and related fields.

1. Basis: Phi 236 (Linguistics Structures) (or its equivalent at the Five-Colleges e.g. LING 201 at UMass.)
2. Four linguistics-related courses (see list below). One yearlong college course in a foreign language may substitute for one of these four.
3. A seminar (or other advanced work) to be agreed on with the adviser.

Note: the Five Colleges are rich in linguistics offerings. For more offerings, consult the Five-College catalog and your adviser.

Courses

Related courses at Smith (Note: some may have prerequisites). Possible seminars are in boldface.

Comparative Literature

CLT 220 Imagining Language

Computer Science

CSC 104 Issues in Artificial Intelligence

CSC 290 Introduction to Artificial Intelligence

East Asian Languages and Literatures

EAL 240 Japanese Language and Culture

EAL 360 Seminar: Topics in East Asian Languages and Literatures:

Problems in Japanese Language

Education

- EDC 210 Literacy in Cross-Cultural Perspective
EDC 249 Children With Hearing Loss
EDC 338 Children Learning to Read
EDC 567 English Language Acquisition and Deafness

English

- ENG 118 Colloquium: The Politics of Language
ENG 170 The English Language
ENG 207 The Technology of Reading and Writing
ENG 210 Old English
ENG 212 Old Norse
ENG 214 Medieval Welsh

Italian

- ITL 340 Theory and Practice of Translation

Logic

- LOG 100 Valid and Invalid Reasoning: What Follows
from What?

OR

- LOG 101 Plausible and Implausible Reasoning: What
Happened? What Will Happen Next?

Philosophy

- PHI 262 Meaning and Truth
PHI 260 Hermeneutics
PHI 202 Symbolic Logic
PHI 203 Topics in Symbolic Logic
PHI 220 Incompleteness and Inconsistency
PHI 220 Logic and the Undecidable
PHI 333 Topics in Advanced Logic
PHI 334 Seminar: Mind (when topic fits)
PHI 362 Seminar: Philosophy of Language

Psychology

- PSY150 Methods in Psychology: Language
PSY/PHI 213 Language Acquisition
PSY 313 Seminar in Psycholinguistics

Spanish and Portuguese

- SPN 481 The Teaching of Spanish

Logic

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Advisers

James Henle, Professor of Mathematics

Jay Garfield, Professor of Philosophy, *Director*

*2 Albert Mosley, Professor of Philosophy

In this century, logic has grown into a major discipline with applications to mathematics, philosophy, computer science, linguistics and cognitive science. The goal of the logic minor is to provide students with the tools, techniques and concepts necessary to appreciate logic and to apply it to other fields.

100 Valid and Invalid Reasoning: What Follows from What?

Formal logic and its application to the evaluation of everyday arguments, the abstract properties of logical systems, the implications of inconsistency. Examples drawn from law, philosophy, economics, literary criticism, political theory, commercials, mathematics, psychology, computer science, off-topic debating and the popular press. Deduction and induction, logical symbolism and operations, paradoxes and puzzles. May not be taken for credit with PHI 202. W1 {M} 4 credits
James Henle (Mathematics), Jay Garfield (Philosophy)
Offered Fall 2010

101 Plausible and Implausible Reasoning: What Happened? What Will Happen Next?

This course is designed for students who are uncomfortable with symbolic systems. It will provide an elementary introduction to the structure and function of propositional and predicate logic. This will include translating ordinary language statements and arguments into symbolic form; using truth tables to calculate truth values and determine the validity of arguments in finite universes; quantification in infinite universes; direct, indirect and conditional proof techniques in propositional and predicate logic. The course will also survey topics in inductive logic involving probabilistic and statistical reasoning and elements of decision theory. Enrollment limited to 24. {M} 4 credits
Albert G. Mosley
Offered Spring 2011

400 Special Studies

1–4 credits

Offered both semesters each year

404 Special Studies

4 credits

Offered both semesters each year

The Minor

Minors in logic, to be designed in consultation with a co-director, will consist of at least 20 credits including:

LOG 100 or PHI 202, but not both; MTH 153 or CSC 250; MTH 217 or PHI 220

Additional courses may be chosen from the following list:

CSC 111	Computer Science I
CSC 250	Foundations of Computer Science
CSC 270	Digital Circuits and Computer Systems
CSC 290	Introduction to Artificial Intelligence
CSC 294	Introduction to Computational Linguistics
LOG 404	Special Studies in Logic
MTH 153	Discrete Mathematics
MTH 217	Mathematical Structures
PHI 203	Topics in Symbolic Logic
PHI 220	Logic and the Undecidable
PHI 236	Linguistic Structures
PHI 322	Topics in Advanced Logic

Depending on the topic, the courses listed below may also be taken for Logic minor credit:

CSC 390	Seminar in Artificial Intelligence
MTH 224	Topics in Geometry
MTH 238	Topics in Number Theory
MTH 343	Topics in Mathematical Analysis
MTH 350	Topics in the History of Mathematics
PHI 362	Seminar: Philosophy of Language

There are also courses at Five College institutions that may be acceptable—in linguistics and law, for example.

Marine Science and Policy

Visiting faculty and some lecturers are generally appointed for a limited term.

Visit www.smith.edu/catalog for current course information.

Advisers

Paulette Peckol, Professor of Biological Sciences,
Co-Director

L. David Smith, Professor of Biological Sciences,
Co-Director

**1 Sara Pruss, Assistant Professor of Geology

The marine sciences and policy minor permits students to pursue interests in coastal and oceanic systems through an integrated sequence of courses in the natural and social sciences.

An introduction to marine sciences is obtained through completion of the two basis courses. Students then may choose to concentrate their further study principally on the scientific investigation of the oceans or on the policy aspects of ocean exploitation and management. Students should consult with one of the co-directors as early as possible in the course selection process.

Requirements: Six courses, no more than three of which can be taken at other institutions, including three required courses as follows:

GEO 108 Oceanography; BIO 268 Marine Ecology (BIO 269 must be taken concurrently); a Special Studies or seminar course chosen in consultation with the minor adviser; and three elective courses from the following areas, only two of which may be counted in a major:

Biological Sciences

- | | |
|---------|--|
| 110 | Conservation Biology Colloquium |
| 260/261 | Invertebrate Diversity and
Concurrent Laboratory (when offered) |
| 366 | Biogeography |
| 390 | Topics in Environmental Biology |
| | Coral Reefs: Past, Present and Future |
| 400 | Special Studies |

Geology

- | | |
|------|--|
| 231 | Invertebrate Paleontology and Paleoecology |
| 232 | Sedimentology |
| 270j | Carbonate Systems and Coral Reefs of the Bahamas |
| 311 | Environmental Geophysics |

Social Sciences

- | | |
|---------|------------------------------------|
| ECO 224 | Environmental Economics |
| GOV 254 | Politics of the Global Environment |
| GOV 306 | Politics and the Environment |
| GOV 404 | Special Studies |

Five College Course Possibilities

Courses can be chosen with consultation and approval of minor advisers; examples would be (all UMass):

- Biology 297: Biology of Marine Vertebrates
Geology 591f: Marine Micropaleontology
Geology 595: Physical Oceanography
Geography 392As: Coastal Resource Policy
WF Conser. 261: Fisheries Conservation and Management

Off-Campus Course Possibilities

Some students may elect to take two or three of their courses for the minor away from Smith College by participation in a marine-oriented, off-campus program. In recent years Smith students have been enrolled in the following programs:

Marine Biological Laboratory (Boston University Marine Program, fall semester) and Woods Hole Oceanographic Institution (summer)—Smith is an affiliate through the Five College Coastal and Marine Sciences Program; Williams/Mystic Seaport Program (Smith is an affiliate); SEA Semester; Duke University Marine Laboratory, Semester and Summer Program; marine programs of School for Field Studies and Shoals Marine Laboratory.

Mathematics and Statistics

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

^{*1}James Joseph Callahan, Ph.D.
James M. Henle, Ph.D.
Joseph O'Rourke, Ph.D. (Computer Science)
Katherine Taylor Halvorsen, D.Sc.
Ruth Haas, Ph.D., *Chair*
Ileana Streinu, Ph.D. (Computer Science)
^{**2}Pau Atela, Ph.D.
²Christophe Golé, Ph.D.

Associate Professors

Patricia L. Sipe, Ph.D.
^{**2}Nicholas Horton, D.Sc.

Assistant Professor

^{*1}Elizabeth Denne, Ph.D.

Visiting Assistant Professors

Michael Bush, Ph.D.
Laurel G. Miller-Sims, Ph.D.

Senior Lecturer

Mary Murphy, M.A.T.

Lecturer

Alicia Gram, M.S.

Lecturer and Professor Emerita

Marjorie Lee Senechal, Ph.D.

Lecturer and Professor Emeritus

David Warren Cohen, Ph.D.

Laboratory Instructor

Pamela Matheson, Ph.D.

Research Associates

Danielle Ramdath, Ph.D.
sarah-marie belcastro, Ph.D.
Anne Schwartz, Ph.D.

A student with three or four years of high school mathematics (the final year may be called precalculus, trigonometry, functions or analysis), but no calculus, will normally enroll in Calculus I (111). A student with a year of AB calculus will normally enroll in Discrete Mathematics (153) and/or either Calculus II (112) or Calculus: Differential Equations and Power Series (114) during her first year. Placement in 112 or 114 will be determined not only by the amount of previous calculus but also by the strength of the student's preparation. If a student has a year of BC calculus, she may omit MTH 112 or 114.

A student with two years of high school mathematics, but no calculus or precalculus, should enroll in Elementary Functions (102). This course provides a solid basis for calculus.

Discovering Mathematics (105) and Statistical Thinking (107) are intended for students not expecting to major in mathematics or the sciences.

A student who receives credit for taking MTH 111 may not have AP Calculus credits applied toward her

degree. A student with 8 AP Calculus credits (available to students with a 4 or 5 on the AP Exam for BC Calculus) may apply only 4 of them if she also receives credit for MTH 112 or MTH 114. A student who has a score of 4 or 5 on the AP Statistics examination may receive 4 AP credits. She may not however, use them toward her degree requirements if she also receives credit for MTH 107, 190, 241 or 245. (AP credits can be used to meet degree requirements only under circumstances specified by the college).

Students who are considering a major or minor in mathematics or a minor in statistics should talk with members of the department.

For further information about the mathematics and statistics program, consult our Web site, www.math.smith.edu.

101/QSK 101 Algebra

This course is intended for students who need additional preparation to succeed in courses containing quantitative material. It will provide a supportive envi-

ronment for learning or reviewing, as well as applying, arithmetic, algebra and mathematical skills. Students develop their numerical, statistical and algebraic skills by working with numbers drawn from a variety of sources. Enrollment limited to 20. Permission of the instructor required. This course does not carry a Latin honors designation. **{M}** 4 credits

Catherine McCune

Offered Fall 2010, Spring 2011

102 Elementary Functions

Linear, polynomial, exponential, logarithmic and trigonometric functions; graphs, mathematical models and optimization. For students who need additional preparation before taking calculus or quantitative courses in scientific fields, economics, government and sociology. Also recommended for prospective teachers whose precalculus mathematics needs strengthening. **{M}** 4 credits

Mary Murphy

Offered each Fall

103/QSK 103 Math Skills Studio

In this course, students will focus on computational skills, graphing skills, algebra, trigonometry and beginning calculus. Featuring a daily lecture/discussion followed by problem solving drills and exercises stressing technique and application, this course is intended to provide any student with concentrated practice in the math skills essential for thriving in Smith College course-work. Students gain credit by completing all course assignments, including a final self-assessment they will use in developing their own future math skills study plan. Enrollment limited to 20 students. This course to be graded S/U only. Permission of the instructor required. This course does not count toward the major. 2 credits

Catherine McCune

Offered Interterm 2011

105 Discovering Mathematics

Topic: Doughnuts, Coffee Cups and the Shape of the Universe. What did people think about the shape of our world before we knew it was a sphere? We will take a tour of mathematics related to this question, from the Egyptians and Babylonians to the present. The “possible” shapes of the world are now mathematically well understood. The question of the shape of the universe involves higher dimensional mathematical objects, and relates to the recently proved Poincaré conjecture. First

stated in 1904, it was viewed as one of the seven most important problems of the new millennium. Our tour gives us a glimpse into the development and sociology of contemporary mathematics. The only prerequisites are curiosity and an open mind. **{M}** 4 credits

Patricia Sipe

Offered Spring 2011

107 Statistical Thinking

An introduction to statistics that teaches broadly relevant concepts. Students from all disciplines are welcome.

Topics include graphical and numerical methods for summarizing data; binomial and normal probability distributions; point and interval estimates for means and for proportions; one- and two-sample tests for means and for proportions; principles of experimental design. The class meets in a computer lab and emphasizes using the computer for analysis of data. Students will design experiments, collect and analyze the data and write reports on findings. Enrollment limited to 25. Prerequisite: high school algebra. **{M}** 4 credits

To be announced

Offered Spring 2011

111 Calculus I

Rates of change, differential equations and their numerical solutions, integration, differentiation and the fundamental theorem of the calculus. Situations in science and social science in which calculus naturally arises are emphasized. **{M}** 4 credits

Members of the department

Offered both semesters each year

112 Calculus II

Applications of the integral, dynamical systems, infinite series and approximation of functions. Situations in science and social sciences in which calculus naturally arises are emphasized. Students may not receive credit for both 114 and 112. Prerequisite: MTH 111 or the equivalent. **{M}** 4 credits

Members of the department

Offered both semesters each year

114 Calculus: Differential Equations and Power Series

Differential equations, difference equations, dynamical systems: numerical methods and qualitative analysis. Power series, sequences and convergence. Situations in science and social science in which calculus naturally arises are emphasized. Intended for students who have had a year of calculus elsewhere. Students may not

receive credit for both 114 and 112. **{M}** 4 credits

Members of the department

Offered both semesters each year

153 Introduction to Discrete Mathematics

An introduction to discrete (finite) mathematics with emphasis on the study of algorithms and on applications to mathematical modeling and computer science.

Topics include sets, logic, graph theory, induction, recursion, counting and combinatorics. **{M}** 4 credits

Members of the department

Offered both semesters each year

MTH 190/PSY 190 Statistical Methods for Undergraduate Research

An overview of the statistical methods needed for undergraduate research emphasizing methods for data collection, data description and statistical inference including an introduction to confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data will be discussed. Applications are emphasized, and students enrolled in PSY 190 use SPSS and other statistical software for data analysis. Students in MTH 190 use SPSS and other statistical software for data analysis. This course satisfies the basis requirement for the psychology major. Students who have taken MTH 111 or the equivalent should take MTH 245, which also satisfies the basis requirement. Students will not be given credit for both MTH 190/PSY 190 and any of the following courses: ECO 190, GOV 190, MTH 241, MTH 245 or SOC 201. Enrollment limited to 40. **{M}** 4 credits
Nicholas Horton, Katherine Halvorsen, David Palmer, Philip Peake

Offered both semesters each year

MTH 205/CSC 205 Modeling in the Sciences

This course integrates the use of mathematics and computers for modeling various phenomena drawn from the natural and social sciences. Scientific topics, organized as case studies, will span a wide range of systems at all scales, with special emphasis on the life sciences. Mathematical tools include elementary data analysis, discrete and continuous dynamical systems and Markov chains. The course will use scientific software such as Mathematica or MATLAB, and will provide elementary training in programming. Prerequisites: MTH 112 or MTH 114. CSC 111 recommended. Enrollment limited to 20. **{M}** 4 credits

Christophe Golé

Offered Spring 2011

211 Linear Algebra

Vector spaces, matrices, linear transformations, systems of linear equations. Applications to be selected from differential equations, foundations of physics, geometry and other topics. Students may not receive credit for both MTH 211 and MTH 221. Prerequisite: MTH 112 or the equivalent or MTH 111 and MTH 153; MTH 153 is suggested. **{M}** 4 credits

Members of the department

Offered both semesters each year

212 Calculus III

Theory and applications of limits, derivatives and integrals of functions of one, two and three variables. Curves in two and three dimensional space, vector functions, double and triple integrals, polar, cylindrical, spherical coordinates. Path integration and Green's Theorem. Prerequisites: MTH 112 or MTH 114. It is suggested that MTH 211 be taken before or concurrently with MTH 212. **{M}** 4 credits

Members of the department

Offered both semesters each year

221 Infinite Dimensional Linear Algebra

Cardinality, finite and infinite dimensional vector spaces, transformations, eigenspaces. Selected topics in discrete dynamical systems may also be included. This course is an advanced version of MTH 211 and is open to selected students by permission of the instructor. Additional prerequisite: Normally, one year of college calculus or the equivalent will be required, but other mathematical preparation may be considered acceptable by the instructor. Students may not receive credit for both MTH 211 and MTH 221. Enrollment limited to 20 students. WI **{M}** 4 credits

Laurel Miller-Sims

Offered Fall 2010

222 Differential Equations

Topics to include first-order and higher linear differential equations. Linear systems. Nonlinear systems and linearization. Numerical and qualitative analysis. Applications and modeling of real phenomena throughout. Prerequisites: MTH 212 or 114, MTH 211 or PHY 210. MTH 212 recommended. **{M}** 4 credits

Pau Atela

Offered Fall 2010

225 Advanced Calculus

Functions of several variables, vector fields, divergence and curl, critical point theory, implicit functions,

transformations and their Jacobians, theory and applications of multiple integration, and the theorems of Green, Gauss and Stokes. Prerequisites: MTH 211 and MTH 212 or permission of the instructor. **{M}** 4 credits
Elizabeth Denne

Offered each Spring

233 An Introduction to Modern Algebra

An introduction to the concepts of abstract algebra, including groups, quotient groups and, if time allows, rings and fields. Prerequisites: MTH 153 and MTH 211 or permission of the instructor. **{M}** 4 credits

Michael Bush

Offered each Spring

238 Topics in Number Theory

Topics to be covered include properties of the integers, prime numbers, congruences, various Diophantine problems, arithmetical functions and cryptography.

Prerequisite: MTH 153, MTH 211 or permission of the instructor. **{M}** 4 credits

Michael Bush

Offered each Fall

241 Probability and Statistics for Engineers, Mathematicians and Computer Scientists

An introduction to probability and statistical modeling and its application to engineering, computer science, mathematics and related disciplines. Data analysis and simulation, using computer software, are emphasized. Topics include random variables, probability distributions, expectation, estimation, testing, experimental design, quality control, resampling-based inference and multiple regression. Limited to 25 students. Prerequisites: PHY 210 or MTH 212 and CSC 111 (may be taken concurrently). Students will not be given credit for both MTH 241 and MTH 245 or MTH 190. **{M}** 4 credits

Nicholas Horton, Katherine Halvorsen

Offered each Fall

243 Introduction to Analysis

The topological structure of the real line, compactness, connectedness, functions, continuity, uniform continuity, sequences and series of functions, uniform convergence, introduction to Lebesgue measure and integration.

Prerequisites: MTH 211 and MTH 212 or permission of the instructor. **{M}** 4 credits

Christophe Golé

Offered each Fall

245 Practice of Statistics

An application-oriented introduction to modern statistical inference: descriptive statistics, random variables, probability and sampling distributions, point and interval estimates, hypothesis tests, resampling procedures and multiple regression. A wide variety of applications from the natural and social sciences will be used. Classes meet for lecture/discussion and for a required laboratory that emphasizes analysis of real data. MTH 245 satisfies the basis requirement for Biological Science, Environmental Science, Neuroscience and Psychology. Students will not be given credit for both MTH 245 and either MTH 241 or MTH 190. Prerequisite: MTH 111 or MTH 153, or one year of high school calculus or permission of the instructor. Lab sections limited to 20. **{M}** 5 credits

Katherine Halvorsen and Nicholas Horton. Pamela Matheson

Offered both semesters each year

246 Probability

An introduction to probability, including combinatorial probability, random variables, discrete and continuous distributions. Prerequisites: MTH 153 and MTH 212 (may be taken concurrently) or permission of the instructor. **{M}** 4 credits

Nicholas Horton

Offered each Fall

247 Statistics: Introduction to Regression Analysis

Theory and applications of regression techniques; linear and non linear multiple regression models, residual and influence analysis, correlation, covariance analysis, indicator variables and time series analysis.

This course includes methods for choosing, fitting, evaluating and comparing statistical models and analyzes data sets taken from the natural, physical, and social sciences. Prerequisite: one of the following: MTH 190, MTH 241, MTH 245, ECO 190, GOV 190, PSY 190 or a score of 4 or 5 on the AP Statistics examination.

{M} 4 credits

Katherine Halvorsen

Offered Fall 2010

254 Combinatorics

Enumeration, including recurrence relations and generating functions. Special attention paid to binomial coefficients, Fibonacci numbers, Catalan numbers and Stirling numbers. Combinatorial designs, including Latin squares, finite projective planes Hadamard

matrices and block designs. Necessary conditions and constructions. Error correcting codes. Applications.
Prerequisites: MTH 153 and MTH 211 or permission of the instructor. **{M}** 4 credits

Ruth Haas

Offered Spring 2011

MTH 290/PSY 290 Research Design and Analysis

A survey of statistical methods needed for scientific research, including planning data collection and data analyses that will provide evidence about a research hypothesis. The course can include coverage of analyses of variance, interactions, contrasts, multiple comparisons, multiple regression, factor analysis, causal inference for observational and randomized studies and graphical methods for displaying data. Special attention is given to analysis of data from student projects such as theses and special studies. Statistical software will be used for data analysis. Prerequisites: One of the following: PSY190/MTH 190, PSY 192, MTH 245 or a score of 4 or 5 on the AP Statistics examination or the equivalent. Enrollment limited to 20. **{M}** 4 credits

David Palmer

Offered Fall 2010

300 Dialogues in Mathematics

In the class we don't do math as much as we talk about doing math and the culture of mathematics. The class will include lectures by students, faculty and visitors on a wide variety of topics, and opportunities to talk with mathematicians about their lives. This course is especially helpful for those considering graduate school in the mathematical sciences. Prerequisites: MTH 211, MTH 212, and two additional mathematics courses at the 200 level or permission of the instructor. May be repeated once for credit. This course is graded satisfactory/unsatisfactory only. **{M}** 1 credit

Ruth Haas, James Henle

Offered Fall 2010, Spring 2011

301 Topics in Advanced Mathematics

Topic: Research in Mathematics. The course is specifically designed for students in the Center for Women in Mathematics, but open to all serious mathematics students. Prerequisites: At least one of MTH 233, 238 or 243 and permission of the instructor. **{M}** 3 credits

Ruth Haas, James Henle

Offered Fall 2010, Spring 2011

PRS 309 Art/Math Studio

This course is a combination of two distinct but related areas of study: studio art and mathematics. Students will be actively engaged in the design and fabrication of three dimensional models that deal directly with aspects of mathematics. The class will include an introduction to basic building techniques with a variety of tools and media. At the same time each student will pursue an intensive examination of a particular-individual-theme within studio art practice. The mathematical projects will be pursued in small groups. The studio artwork will be done individually. Group discussions of reading, oral presentations and critiques-as well as several small written assignments will be a major aspect of the class. Prerequisite: Juniors and seniors with permission of the instructor/s. Enrollment is limited to 15. (E) **{A/M}** 4 credits

Pau Atela (Mathematics) and John Gibson (Studio Art)

Offered Spring 2011

325 Complex Analysis

Complex numbers, functions of a complex variable, algebra and geometry of the complex plane. Differentiation, integration, Cauchy integral formula, calculus of residues, applications. Prerequisite: MTH 225 or MTH 243 or permission of the instructor. **{M}** 4 credits

Pau Atela

Offered Spring 2011

333 Topics in Abstract Algebra

Topic: Galois Theory. In high school algebra you learned a formula for finding the roots of a quadratic equation. The advanced algebra courses you have had in college probably seemed to have very little in common with that early goal. In this course we return to the problem of how to factor a polynomial. Our work will require learning about the algebraic structures rings and fields. This course will begin with the fundamentals of rings and fields and then cover extension fields and Galois theory. Finally, using all this structure we will be able to understand fully how to factor polynomials and find their roots. **{M}** 4 credits

Ruth Haas

Offered Fall 2010

342 Topics in Topology and Geometry

Topic: Topology. Topology is a kind of geometry in which important properties of a figure are preserved under continuous motions (homeomorphisms). This course gives students an introduction to some of the

classical topics in the area: the basic notions of point set topology (including connectedness and compactness) and the definition and use of the fundamental group. Prerequisites: MTH 225 or 243 or permission of the instructor. **[M]** 4 credits

Patricia Sipe

Offered Fall 2010

346 Seminar: Mathematical Statistics

An introduction to the mathematical theory of statistics and to the application of that theory to the real world. Topics include random variables, special distributions, introduction to the estimation of parameters and hypothesis testing. Prerequisites: MTH 212 and MTH 246.

[M] 4 credits

Nicholas Horton

Offered Spring 2011 at Smith College

364 Advanced Topics in Continuous Applied Mathematics

Topic: Dynamical Systems, with applications to

Biology. An introduction to the theory of discrete and continuous Dynamical Systems. Fixed points, periodic orbits and their stability, bifurcation, chaos. Applications include: cell division, spirals in plants (Phyllotaxis, see www.math.smith.edu/phylo/), epidemics and more.

Prerequisites: MTH 211 and either MTH 222, MTH 225 or MTH 243 or permission of the instructor. **[M]** 4 credits

Christophe Golé

Offered Spring 2011

400 Special Studies

By permission of the department, normally for majors who have had at least four semester courses at the intermediate level. 1–4 credits

Offered both semesters each year

Cross-Listed Courses

CSC 250 Foundations of Computer Science

PHI 202 Symbolic Logic (2 credits)

PHI 203 Topics in Symbolic Logic (2 credits)

PHI 220 Incompleteness and Inconsistency: Topics in the Philosophy of Logic

PHY 211 Mathematical Methods of Physical Sciences and Engineering II

The Major

Advisers: Pau Atela, James Callahan, Elizabeth Denne, Christophe Golé, Ruth Haas, Katherine Halvorsen, James Henle, Nicholas Horton, Patricia Sipe

Adviser for Study Abroad: Patricia Sipe

Requirements: The mathematics major has an entryway requirement, a core requirement, a depth requirement and a total credit requirement. The entryway requirement consists of MTH 153, MTH 211 and MTH 212. An exceptionally well prepared student might place out of some of these. The core requirement is one course in algebra (MTH 233 or MTH 238) and one course in analysis (MTH 225 or MTH 243). Alternatively, a student may concentrate in statistics; students concentrating in statistics are not required to take a course in algebra but instead must complete MTH 245, MTH 246, MTH 346 and either MTH 247 or MTH 290.

Majors are required to take at least one advanced course. This is the depth requirement. An advanced course is a mathematics course at Smith numbered between 310 and 390. With the approval of the department, the requirements may be satisfied by a course outside the department.

Majors are required to take a total of 40 credits in courses numbered MTH 111 and above, with the following exceptions. At most 8 credits may be awarded for MTH 111, MTH 153, MTH 190 and either MTH 112 or MTH 114. With the approval of the department, up to 8 of the 40 credits may be satisfied by courses taken outside the mathematics and statistics department. Courses taken outside the department must contain either substantial mathematical content at a level more advanced than MTH 211 and 212 or statistical content at a level more advanced than MTH 245. Generally, such a 4-credit course will be given 2 credits toward the mathematics major. Note that courses that are cross-listed with mathematics and another department (CSC 250, PHI 202, PHI 203, PHI 220 and PHY 211) are counted as mathematics courses and given full credit toward the mathematics major. The following courses meet the criteria for 2 credits toward mathematics major: AST 337, AST 351, AST 352, CHM 331, CHM 332, CSC 240, CSC 252, CSC 274, CSC 334, ECO 240, ECO 255, LOG 100, PHY 214, PHY 220, PHY 222, PHY 322 and PHY 340. A student may petition the department if she wishes credit for any course not on this list.

Normally, all courses that are counted towards either the major or minor must be taken for a letter grade.

The Minor

The minor in mathematics consists of 211 plus 16 other credits selected from any one of the groups below. In the applied mathematics minor, four of the credits may be replaced by eight credits from the list in the description of major requirements found above or by other courses approved by the department.

Applied Mathematics Minor

153, 204, 212, 222, 225, 233, 243, 245, 246, 247, 254, 255, 264, 270, 325, 346, 353, 364, PHY 211.

Discrete Mathematics Minor

153, 270, 233, 238, 254, 255, 333, 353, CSC 250, PHI 220.

Algebra-Analysis-Geometry Minor

153, 212, 217, 224, 233, 238, 243, 325, 333, 342, 343, PHI 220.

Mathematical Statistics Minor

212, 246, 247, 290, 346.

The Minor in Applied Statistics

Information on the Interdepartmental Minor in Applied Statistics can be found on the Statistics page of this catalogue.

Honors

Directors: Patricia Sipe

430d Honors Project

8 credits

Full-year course; Offered each year

431 Honors Project

8 credits

Offered each Fall

432d Honors Project

12 credits

Full-year course; Offered each year

A student majoring in mathematics and statistics may apply for the departmental honors program. An honors project consists of directed reading, investigation and a thesis. This is an opportunity to engage in scholarship at a high level. A student at any level considering an honors project is encouraged to consult with the director of honors and any member of the department to obtain advice and further information.

Eligibility and application: Normally, a student who applies to do honors work must have an overall 3.0 GPA for courses through her junior year, and a 3.3 GPA for courses in her major. A student may apply either in the second semester of her junior year or by the second week of the first semester of her senior year; we strongly recommend the former.

Requirements: In addition to the credits required for the major, students must take 430d or 432d (for either eight or twelve credits). In unusual circumstances, a student may instead take 431. The length of the thesis depends upon the topic and the nature of the investigation, and is determined by the student, her adviser and the department. The student will give an oral presentation of the thesis. The department recommends the designation of Highest Honors, High Honors, Honors, Pass or Fail based on the following three criteria at the given percentages:

- 60 percent thesis;
- 20 percent oral presentation;
- 20 percent grades in the major.

Specific guidelines and deadlines for completion of the various stages of an honors project are set by the department as well as by the college. The student should obtain the department's requirements and deadlines from the director of honors.

Graduate

580 Graduate Special Studies

4 credits

Offered both semesters each year

Medieval Studies

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Advisers and Members of the Medieval Studies Council

^{*2} Nancy Mason Bradbury, Professor of English
Language and Literature

^{*2} Brigitte Buettner, Professor of Art

^{*1} John Connolly, Professor of Philosophy

Craig R. Davis, Professor of English Language and
Literature, *Director*

^{*1} Eglal Doss-Quinby, Professor of French Studies

Alfonso Procaccini, Professor of Italian Language and
Literature

^{*2} Suleiman Ali Mourad, Professor of Religion

Vera Shevzov, Associate Professor of Religion

Joshua C. Birk, Assistant Professor of History

Ibtissam Bouachrine, Assistant Professor of Spanish
and Portuguese

The interdepartmental major and minor in medieval studies provide students with an opportunity to study the civilization of medieval Europe from a multidisciplinary perspective. Subjects that belong today to separate academic disciplines were rarely so separated in the Middle Ages, and it is therefore appropriate that students be given an opportunity to bring these subjects together again. The great diversity of regional cultures in medieval Europe was balanced by a conscious attempt to hold to a unified view of the world that embraced religious and social ideals, Latin and vernacular literature and music and the visual arts.

The medieval studies major and minor provide students with an opportunity to recreate for themselves, through courses in a variety of related disciplines, an understanding of the unity and of the diversity of European civilization in the Middle Ages. The medieval studies major and minor are designed so that they can form valuable complements to a major or minor in one of the participating departments.

The Major

Latin Requirement:

All medieval studies majors are expected to achieve a working knowledge of the Latin language. This requirement may be satisfied by taking at least one Latin course (4 credits) at the 200 level or above. If a student has no prior Latin or is insufficiently prepared for a 200-level course, she will take Latin 100d (8 credits) in

order to fulfill this requirement. However, all students are urged to continue Latin at the 200 level.

Required Courses:

A total of 10 semester courses from the list of approved courses below, excluding the Latin requirement, distributed in four areas as follows:

1. Two courses in medieval history: normally these are HST 224 and HST 225;
2. One course in medieval religion or philosophy;
3. One course in medieval art;
4. Two courses in medieval language and/or literature, not necessarily taken in the same department; one course in classical Latin literature may be taken in fulfillment of this requirement;
5. Two additional courses from the list of approved courses below;
6. Concentration requirement: two additional courses, at least one at the advanced level, in one of the four areas listed above (history, religion or philosophy, art, language and/or literature).

In addition to courses listed below, courses that devote at least eight weeks of the semester to medieval material may be taken for credit in the major, upon petition to the Medieval Studies Council, provided that the student's principal written work deals with a medieval subject.

Students are encouraged to consult the current Five College catalogue of courses for offerings at the other four institutions. We also encourage medieval studies majors to consider proposing a Special Studies project or an honors thesis.

The Minor

Required Courses:

Students who wish to qualify for a minor in medieval studies have the option of demonstrating a working knowledge of Latin as per the major requirement or demonstrating a working knowledge of one of the medieval vernaculars (these currently include ENG 216, ENG 217, ENG 218, ITL 332 and SPN 250). Beyond the language requirement, students must take four courses from the list of approved medieval studies courses at the 200 level or above; these courses must include at least one course in history and one course in art or music. Students are encouraged to select courses that deal with different aspects of the same time period and comprise together a meaningful examination of a segment of medieval civilization.

Approved courses for 2010–11 are as follows:

English and Comparative Literature

- CLT 229 The Renaissance Gender Debate
- 204/CLT 21 Arthurian Legend
- 217 Studies in Medieval Literature: Old English Poetry and Prose
- 250 Chaucer

First-Year Seminar

- 155 Celtic Worlds

History

- 224 The Early Medieval World, 400–1000
- 225 The Making of the Medieval World, 1000–1350
- 227 Aspects of Medieval European History
Topic: Magic in the Middle Ages
- 325 Early European History to 1300
Topic: Violence and Memory

Italian

- 332 Dante's *Divina Commedia*—*Inferno*, *Purgatorio*
- 334 Boccaccio: *Decameron*

Latin

- 212 Introduction to Latin Prose and Poetry
- 213 Virgil's *Aeneid*
- 330 Advanced Readings in Latin Literature I & II
Topic: Medieval Latin: Martyrs, Mystics, Memoirists

Philosophy

- 124 History of Ancient and Medieval Western Philosophy
- 226 Topics in the History of Philosophy: Human Action and the Will in Aristotle and Medieval Philosophy

Religion

- 231 The Making of Christianity
- 238 Mary: Images and Cults
- 245 The Islamic Tradition

Spanish and Portuguese

- 250 Survey of Iberian Literatures and Society I
Topic: Sex and the Medieval City
- 332 The Middle Ages Today
Topic: Queer Iberia and North Africa

404 Special Studies

Admission by permission of the instructor and the Medieval Studies Council. 4 credits
Offered both semesters each year

408d Special Studies

8 credits
Full-year course; offered each year

Honors

Director: Joshua Birk

430d Honors Project

Admission by permission of the Medieval Studies Council. 8 credits
Full-year course; offered each year

Please consult the director of medieval studies or the program Web site for specific requirements or application procedures.

Middle East Studies

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Members of Middle East Studies Committee

Ilona Ben-Moshe, Lecturer in Hebrew
Joshua Birk, Assistant Professor of History
Ibtissam Bouachrine, Assistant Professor of Spanish
and Portuguese
Justin Cammy, Assistant Professor of Jewish Studies

Donna Robinson Divine, Professor of Government,
Director

^{†2} Suleiman Mourad, Professor of Religion
Nadya Sbaiti, Assistant Professor of History
Gregory White, Professor of Government
Abdelkader Barrahmoun, M.A. Lecturer

The Middle East studies minor at Smith provides students with the opportunity to complement their major with a concentration of courses that treat the region in all its historical, political, social and cultural complexity. The geographical region broadly conceived stretches from North Africa to southwest and central Asia. The minor provides the opportunity to study the region in an interdisciplinary fashion, with attention to key fields of knowledge.

Requirements: Six semester courses are required.

Language (1 course)

Completion of at least one year of college-level Arabic or modern Hebrew. Only the second semester of the beginner's language sequence counts as one of the six courses required for the minor, though students earn course credit towards overall Smith degree requirements for the full year. Additional language study of Arabic and Hebrew at the intermediate and advanced levels at Smith or within the Five-College consortium is strongly encouraged. Students may apply to the MES Committee for funding of summer language study—e.g. Arabic, Farsi, Hebrew, Turkish, Urdu.

Breadth Requirements (2 courses)

1. A course on classical Islam or pre-modern (prior to 1800) Middle Eastern history.
2. A course on modern history, contemporary politics/economics/sociology/anthropology or modern/contemporary Islamic thought.

Electives (3 courses)

In consultation with their adviser, students may choose additional electives in religion, literature, arts and/or history and the social sciences.

Students who wish to conduct independent research may approach an advisor for permission to enroll in MES 400 (Special Studies). MES 400 is a research-intensive course, available only to qualified juniors and seniors, and would serve as one of the electives.

Apart from language classes, no more than two courses may be taken from the same department or program. And normally no more than three courses can be taken away from Smith.

Study Abroad

The Program in Middle East Studies encourages students to explore study abroad opportunities which allow them to deepen their understanding of Middle Eastern languages, history and cultures. A list of Smith-approved programs is available from the Office of Study Abroad.

MES 100 Family and Society in the Middle East: An Introduction Through Film

This course will introduce students to the Middle East through films in the four major languages of the region: Arabic, Farsi, Hebrew and Turkish with English subtitles. The films focus on family and society and on how people who live in the shadow of violence of

one sort or another manage their daily lives. While the films focus on the lives of individuals caught in the webs of family and religious traditions that radically limit their choices and chances for personal fulfillment, they also show the many ways in which people respond to these cultural strictures. Faculty-led discussions after the showing of the films along with ancillary reading will enable students to see how these narratives fit into the larger cultural and social tapestries of the Middle East and to understand how people in the Middle East understand themselves. 2 credits

Members of the program, Donna Robinson Divine, Coordinator

Offered Spring 2011

MES 400 Special Studies

Admission by permission of the Program in Middle East Studies, normally for junior and senior minors in Middle East studies, and for qualified juniors and seniors from other departments. Offered both semesters each year. 1–4 credits

Members of the program in Middle East Studies

Offered Fall 2010, Spring 2011

Courses

Students should consult the catalogue for an up-to-date list of courses. In consultation with an advisor equivalent courses may be substituted.

Language

ARA 100y Elementary Arabic

A yearlong course that introduces the basics of Modern Standard Arabic, this course concentrates on all four skills: speaking, listening, reading and writing. Beginning with the study of Arabic script and sound, students will complete the study of the elementary Arabic book sequence by the end of the academic year. Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in plays, debates and conversations throughout the year. Enrollment limited to 18 students. **{F}** 10 credits

Abdelkader Berrahmoun

Full-year course, offered 2010–2011

ARA 200 Intermediate Arabic I

Students in this course will continue perfecting their knowledge of Arabic focusing on the four skills: speaking, listening, reading and writing. Students should expect text assignments as well as work with DVDs, audio and websites. Exercises include writing, social interactions, role plays and the interplay of language and culture. Prerequisite is ARA 100y or the equivalent. Enrollment limited to 12 students. **{F}** 4 credits

To be announced

Offered Fall 2010

ARA 201 Intermediate Arabic II

Continued conversation at a more advanced level, with increased awareness of time-frames and complex patterns of syntax. Further development of reading and practical writing skills. Prerequisite: ARA 200 or the equivalent or permission of the instructor. Enrollment limited to 12 students. **{F}** 4 credits

To be announced

Offered Spring 2011

ARA 300 Advanced Arabic I

The goal of the course is that students will achieve a superior level of proficiency in Modern Standard Arabic using this four-skills (reading, writing, speaking, listening) approach. Students will read authentic texts by writers throughout the Arab world. Topics address a range of political, social, religious and literary themes and represent a range of genres, styles and periods. Covers *Al-Kitaab*, Book 3, Units 1–5. Prerequisite: ARA 201 or the completion of *Al-Kitaab*, Book 2 or its equivalent in another format. Students must be able to use Formal Spoken Arabic as the medium of communication in the classroom. Enrollment limited to 12. **{F}** 4 credits
Abdelkader Berrahmoun
Offered Fall 2010

ARA 301 Advanced Arabic II

The goal of the course is that students will achieve a superior level of proficiency in Modern Standard Arabic using this four-skills (reading, writing, speaking, listening) approach. Students will read authentic texts by writers throughout the Arab world. Topics address a range of political, social, religious and literary themes and represent a range of genres, styles and periods. Covers *Al-Kitaab*, Book 3, Units 6–10. Prerequisite: ARA 300 or the completion of *Al-Kitaab*, Book 3, Units 1–5 or its equivalent in another format. Students must be

able to use Formal Spoken Arabic as the medium of communication in the classroom. Enrollment limited to 12. **{F}** 4 credits

Abdelkader Berrahmoun

Offered Spring 2011

Advanced study in Arabic is offered by the Five Colleges Mentored Language Program, the Department of Judaic and Near Eastern Studies (JUDNEA) at UMass–Amherst and the Asian Studies Program at Mount Holyoke College.

JUD 100y Elementary Modern Hebrew

A yearlong introduction to modern Hebrew, with a focus on equal development of the four language skills: reading, writing, speaking and listening. Study of Israeli song, film and short texts amplifies acquisitions of vocabulary and grammar. By the end of the year, students will be able to comprehend short and adapted literary and journalistic texts, describe themselves and their environment, express their thoughts and opinions, and participate in classroom discussions. No previous knowledge of Hebrew language is necessary. Enrollment limited to 18. **{F}** 10 credits

Ilona Ben-Moshe

Full-year course; Offered 2010–11

JUD 200 Intermediate Modern Hebrew

Continuation of JUD 100y. Emphasizes skills necessary for proficiency in reading, writing and conversational Hebrew. Transitions from simple Hebrew to more colloquial and literary forms of language. Elaborates and presents new grammatical concepts and vocabulary, through texts about Israeli popular culture and everyday life, newspapers, films, music and readings from Hebrew short stories and poetry. Prerequisite: one year of college Hebrew or equivalent or permission of the instructor. Enrollment limited to 18. Offered at Smith in alternate years. Fall 2010 Intermediate Modern Hebrew at Mount Holyoke College. Van service may be available. **{F}** 4 credits

Ilona Ben-Moshe

Offered Fall 2011

Advanced study in Hebrew is offered in the Department of Judaic and Near Eastern Studies at UMass–Amherst or through Special Studies. Please consult the Web site of the Program in Jewish Studies (www.smith.edu/jud) for a full list of summer Hebrew language programs.

SPN 332 The Middle Ages Today

Topic: Queer Iberia and North Africa. This course examines the medieval and early-modern Iberian and North African understanding of sexuality in light of modern critical theory. Special attention will be given to the Arabic and Castilian representations of same-sex desire. Readings will include texts by Ibn Hazm, Juan Ruiz, al-Tifashi, al-Nafwazi, Wallada, Ibn Sahl of Seville, Ibn Quzman and Fernando de Rojas. All readings in Spanish translation. Taught in Spanish. Enrollment limited to 14. **{L/F}** 4 credits

Ibtissam Bouachrine

Offered Fall 2010

Social Sciences

GOV 229 Government and Politics of Israel

A historical analysis of the establishment of the State of Israel and the formation of its economy, society and culture. Discussions will focus on the Zionist movement in Europe and the United States, the growth and development of Jewish economic and political institutions in the land of Israel, and the revival of the Hebrew language. **{S}** 4 credits

Donna Robinson Divine

Offered Fall 2010

GOV 248 The Arab–Israeli Dispute

An analysis of the causes of the dispute and of efforts to resolve it; an examination of Great Power involvement. A historical survey of the influence of Great Power rivalry on relationships between Israel and the Arab States and between Israelis and Palestinian Arabs. Consideration of the several Arab–Israeli wars and the tensions, terrorism and violence unleashed by the dispute. No prerequisites. **{S}** 4 credits

Donna Robinson Divine

Offered Spring 2011

GOV 347 Seminar in International Politics and Comparative Politics

Topic: North Africa in the International System. This seminar examines the history and political economy of Morocco, Tunisia and Algeria—the Maghreb—focusing on the post-independence era. Where relevant, Mauritania and Libya will be treated. The seminar sets Maghrebi politics in the broader context of its regional situation within the Mediterranean (Europe and the Middle East), as well as its relationship to sub-Saharan Africa and North America. Study is devoted to: (1) the

independence struggle; (2) the colonial legacy; (3) contemporary political economy; and (4) post-colonial politics and society. Special attention will be devoted to the politics of Islam, the "status" of women and democratization. **{S}** 4 credits

Gregory White

Offered Spring 2011

History and Religious Thought

HST 208 The Making of the Modern Middle East

Survey of the principal factors shaping political, economic and social life in the Middle East and North Africa from the 18th through the 20th centuries. Examines multiplicity of societies, customs and traditions; British, French and United States imperialism; the creation of modern states; development of nationalist, socialist and Islamist ideologies; the emergence and impact of Zionism; the Islamic revolution in Iran; the Gulf wars and the geopolitics of oil. Special attention to social changes affecting individuals and groups such as women, workers and peasants. **{H}** 4 credits

Nadya Sbaiti

Offered Fall 2010, Spring 2012

HST 209 Aspects of Middle Eastern History

Topic: Women and Gender in the Middle East.

Development of discourses on gender as well as lived experiences of women from the rise of Islam to the present. Topics include the politics of marriage, divorce and reproduction; women's political and economic participation; masculinity; sexuality; impact of Islamist movements. Provides introduction to main themes, and nuanced historical understanding of approaches to the study of gender in the region. **{H/S}** 4 credits

Nadya Sbaiti

Offered Fall 2011

HST 227 Aspects of Medieval European History

Topic: Crusade and Jihad. Religious Violence in the Islamo-Christian Tradition. This course juxtaposes the medieval understanding of religious violence and war in the Western Christian and Islamic traditions with modern understandings of those same phenomena. It traces the intellectual development of these concepts during the Middle Ages, and how medieval conceptions of violence are reinterpreted and redeployed in the 19th through 21st centuries. **{H}** 4 credits

Joshua Birk

Offered Fall 2010

HST 307 Problems in Middle East History

Topic: The Middle East and World War One. The Middle East in the context of World War One and its immediate and far-reaching aftermath. This highly pivotal moment cemented new imaginings of both nation and state, with consequences for population movements, changing political compasses and new social, cultural, economic and religious formulations. Topics include colonialism, Arab and state nationalisms, Zionism and Islamism, as well as peasant, labor, communist and women's movements. Primary sources include diplomatic and political documents, memoirs, the press, photographs and film. **{H}** 4 credits

Nadya Sbaiti

Offered Spring 2011

REL 245 The Islamic Tradition

The Islamic religious tradition from its beginnings in seventh-century Arabia through the present day, with particular emphasis on the formative period (A.D. 600–1000) and on modern efforts at reinterpretation. Topics include Muhammad and the Qur'an, prophetic tradition, sacred Law, ritual, sectarianism, mysticism, dogmatic theology and popular practices. Emphasis on the ways Muslims in different times and places have constructed and reconstructed the tradition for themselves. **{H}** 4 credits

Suleiman Mourad

Offered Fall 2010

Literature and the Arts

FYS 186 Israel: Texts and Contexts

The role of literary and visual culture in the construction of Israel's founding myths and critiques of its present realities. The relationship between Zionism as a political ideology and as an aesthetic revolution: redefining sacred and secular space (Jerusalem, the socialist kibbutz, cosmopolitan Tel Aviv); reviving Hebrew as a living language; rewriting the Bible; and imagining the New Jew. How shadows of the Holocaust, fantasies of the Arab and post-nationalist ennui shape the context of the broader Middle East. Poetry, prose, song, art and film from before and after the creation of a Jewish state, by European, Jewish and Arab creative figures, all in translation. Enrollment limited to 16 first-year students. WI **{L}** 4 credits

Justin Cammy (*Jewish Studies and Comparative Literature*)

Offered Fall 2010

MUS 220 Topics in World Music

Topic: Popular Music in the Islamic World. Music is a thorny issue in most Islamic societies. There is often tension between hardliners who believe that music has no place in Islam and thus try to prohibit it and those who tolerate it, albeit within well-defined parameters. The debate intensifies in the case of popular music. Despite this, there is an incredible variety of vibrant popular music traditions throughout the Islamic world. In this course, we will engage with Islamic debates on popular music, explore a broad range of case studies, and examine the ways each illuminates different themes (forms of Islam, issues of diaspora, gender considerations, musical diversity, etc.). No prerequisites, though MUS 101 will be helpful. **{A/S}** 4 credits

Margaret Sarkissian

Offered Fall 2010

PRS 315 Shaping Religious Identities in the Middle East: Islam and the Others

How are Muslim identities in the Middle East formed and sustained? How are they changed and redefined? How have Muslims interacted with the Jewish and Christian religious cultures that surrounded them from the birth of Islam until today? Informed by these questions, this seminar focuses on the development of Muslims' religious, historical, cultural and political identity and expression in the Middle East as reflective of a process of exposure and contact with Jews and Christians, their religious 'others.' It is open to students with some knowledge of the region seeking to understand the complex and diverse nature of Islam. Prerequisite: GOV 224 or REL 245 or the equivalent. Enrollment limited to 15 juniors and seniors. (E) **{L/H/S}** 4 credits

Donna Robinson Divine (Government) and Suleiman Mourad (Religion)

Offered Spring 2011

Music

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

§2Fall Peter Anthony Bloom, Ph.D.

Richard Jonathan Sherr, Ph.D., *Chair*

*1 Karen Smith Emerson, M.M.

**2 Jane Bryden, M.M.

**2 Raphael Atlas, Ph.D.

**2 Margaret Sarkissian, Ph.D.

Associate Professors

Joel Pitchon, M.M.

*2 Steve Waksman, Ph.D.

Assistant Professor

Judith Gordon, B.Mus.

Senior Lecturers

Grant Russell Moss, D.M.A.

Jonathan Hirsh, D.M.A., Director of Orchestral and Choral Activities

Lecturer and Assistant Director of Choral Activities

Gregory Brown

Visiting Artist and Lecturer

Elizabeth Joy Roe, M.M.

Lecturer

Akiva Cahn-Lipman, M.M.

Lecturer and Professor Emeritus

Donald Franklin Wheelock, M.Mus.

Staff Pianist

Clifton J. Noble, Jr., M.A.

Exemption from introductory courses required for the major may be obtained on the basis of Advanced Placement or departmental examinations.

Prospective majors are advised to take 102 and 110 in the first year and 202 in the sophomore year.

Introductory Courses

100 Colloquia

Colloquia are especially designed for those with no previous background in music. Limited to 20 students, they will emphasize class discussion and written work, which will be either music or critical prose as appropriate to the topic. Open to all students, but particularly recommended for first-year students and sophomores. 4 credits

Fundamentals of Music

An introduction to music notation and to principles of musical organization, including scales, keys, rhythm and meter. Limited to beginners and those who did not place into 110. **[A]**

Richard Sherr, Fall 2010, Spring 2011

Offered both semesters each year

Choral Music

An exploration of the role of choral singing in Western culture by means of a detailed study of selected choral masterpieces. The course will consist of detailed weekly listening and class discussions of the individual works, with particular attention being given to the sources and significance of the texts and to the broader context of the musical and religious traditions that produced them. **[A]**

Gregory Brown

Offered Spring 2011

101 Introduction to World Music

A survey of the world's musical traditions, usually including areas of Africa, Latin America, the Middle East, India, Indonesia and East Asia. Each unit will contain a general overview of the region, detailed study of one or more genres, and a discussion of contemporary popular musics. No prerequisites. **[A/S]** 4 credits

Margaret Sarkissian

Offered Fall 2010

102 First Nights

This course serves as an introduction to the history of western music by studying in detail the first perfor-

mances of a small number of singularly important works in the Western tradition including *Orfeo*, (Monteverdi), *Messiah* (Handel), the Ninth Symphony (Beethoven), the *Symphony fantastique* (Berlioz) and *Le Sacre du printemps* (Stravinsky). Using Thomas Kelly's textbook "First Nights" (which treats these five compositions) as well as videos and supplementary reading and listening materials, students will come to understand musical monuments as aesthetic objects and as manifestations of the artistic cultures that engendered them. **{H/A}** 4 credits

Peter Bloom

Offered Fall 2010

103 Sight-Singing

Instruction and practice in singing intervals, rhythms and melodies, in interpreting time and key signatures, and in acquiring other aural skills essential to basic musicianship. Recommended background: a basic knowledge of pitch and rhythmic notation. Enrollment limited to 12. **{A}** 1 credit

Gregory Brown

Offered Fall 2010, Spring 2011

105 Roll Over Beethoven: A History of Rock

This course will provide a critical survey of rock music, tracing the music's development from blues and black-face minstrelsy to heavy metal, grunge and techno. Emphasis throughout will be placed upon understanding musical developments in the context of American race and gender relations and the politics of youth cultures in the U.S. Topics to be covered include: Elvis Presley and American race relations; Jimi Hendrix and the blues; girl groups; the rise of arena rock; and the significance of the DJ in hip hop. Enrollment limited to 45. **{H/A}** 4 credits

Steve Waksman

Offered Spring 2011

106 American Sounds

This course surveys developments in the history of American music, with a primary focus on the 20th century. We will pay particular attention to blues and country music, two styles that arose early in the century and provided the foundation for much of what followed. The course may cover other styles such as folk, jazz, klezmer and classical music. Throughout, we will attend to musical aspects of these styles, and will connect them to larger historical themes and social issues concerning race, class, gender and the making of

"American" identity through music. Formal knowledge of music is not required. **{H/A}** 4 credits

Steve Waksman

Offered Spring 2012

PHY 107 Musical Sound

110 Analysis and Repertory

An introduction to formal analysis and tonal harmony, and a study of pieces in the standard repertory. Regular exercises in harmony. Prerequisite: ability to read standard pitch and rhythmic notation in treble and bass clefs, major and minor key signatures, time signatures and to name intervals. (A placement test is given before the fall semester for incoming students). Sections are limited to 20. **{A}** 4 credits

Raphael Atlas

Offered Fall 2010

Intermediate and Advanced Courses

201 Music from the Pre-Classical to the Post-Modern

An historical survey of the principal styles and monuments of western music from the time of Haydn and Mozart to the time of Stravinsky and beyond. Open to all students (including first-years) who have had previous musical experience or who have obtained permission of the instructor. **{H/A}** 4 credits

Peter Bloom

Offered Spring 2011

202 Thinking About Music

This course explores different approaches to the study of music as a cultural phenomenon. We will consider two basic questions: How does music become meaningful to people in various social settings and locations? What functions does music fulfill in different societies? We will seek answers to these questions using a series of case studies that focus upon classical, popular and traditional forms of music in the United States, Europe and other parts of the world. These case studies will serve as our guides as we observe and analyze the experience of musical participation and mediation globally defined. **{A/S}** 4 credits

Margaret Sarkissian

Offered Spring 2011

205 Topics in Popular Music

Topic: Musical Circuits: Popular Music and Technology. From the design and crafting of musical instruments to the invention of new ways for storing and reproducing sound, the development of new technologies has played a pivotal role in the history of popular music. This course will explore the ongoing and ever-changing interrelationship between music and technology. Topics to be explored include the history of musical instruments such as the piano and the guitar, the development of technologies for amplifying music (such as the microphone and electric guitar), the rise of radio and recording as dominant ways of listening to music, and the effects of digital technologies and computers upon contemporary music making and music consumption. Course limited to 20 students.

{H/S/A} 4 credits

Steve Waksman

Offered Fall 2010

210 Analysis and Repertory

A continuation of 110. Prerequisite: 110 or permission of the instructor. Enrollment limited to 18. **{A}** 4 credits

Raphael Atlas

Offered Spring 2011

215j Interterm Chamber Music Immersion

This course—open to those who have received permission from the instructor—offers one full week of chamber music instruction for students in performance. Participants will be placed in small ensembles that will rehearse intensively and receive individual coaching. In addition, groups will play for one another in open sessions designed for discussion and criticism. Selected works will be performed in concert in early February. May be taken twice for credit. 1 credit

Judith Gordon and members of the department

Offered Interterm 2011

220 Topics in World Music

Topic: Popular Music in the Islamic World. Music is a thorny issue in most Islamic societies. There is often tension between hardliners who believe that music has no place in Islam and thus try to prohibit it and those who tolerate it, albeit within well-defined parameters. The debate intensifies in the case of popular music. Despite this, there's an incredible variety of vibrant popular music traditions throughout the Islamic world. In this course, we will engage with Islamic debates on popular music, explore a broad range of case studies, and examine the ways each illuminates different

themes (forms of Islam, issues of diaspora, gender considerations, musical diversity, etc.). No prerequisites, though MUS 101 will be helpful. **{A/S}** 4 credits

Margaret Sarkissian

Offered Fall 2010

233 Composition

Basic techniques of composition, including melody, simple two-part writing and instrumentation. Analysis of representative literature. No previous composition experience required. Prerequisite: 110 or permission of the instructor. **{A}** 4 credits

Donald Wheelock

Offered Fall 2010

242 German and French Diction for Singers

Prerequisite: voice or permission of the instructor. **{A}** 1 credit

Karen Smith Emerson

Offered Spring 2011

251 The History of the Opera

History of the form from its inception to the present, with emphasis on selected masterworks. **{H/A}** 4 credits

Richard Sherr

Offered Spring 2011

ANT 258 Performing Culture

305 Music of the High Baroque

The music of Bach and Handel, concentrating on their vocal works. Prerequisite: 110 or permission of the instructor. **{A}** 4 credits

Richard Sherr

Offered Fall 2010

312 Seminar in Analysis and Repertory: 20th Century

Study of major developments in 20th-century music. Writing and analytic work including non-tonal harmonic practice, serial composition and other musical techniques. Prerequisite: a second-semester course in music analysis or permission of the instructor. **{A}** 4 credits

Raphael Atlas

Offered Spring 2011

325 Writing About Music

In this seminar we will consider various kinds of writing—from daily journalism and popular criticism to academic monographs and scholarly essays—that concern the broad history of western music. Via regular writing assignments and group discussions of sub-

stance and style, students will have opportunities to improve the mechanics, tone and range of their written prose. Prerequisite: any 300-level course in music or permission of the instructor. **[A]** 4 credits

Peter Bloom

Offered Spring 2011

345 Electro-Acoustic Music

Introduction to musique concrète, analog synthesis, digital synthesis and sampling through practical work, assigned reading and listening. Enrollment limited to eight. Prerequisites: a semester course in music theory or composition and permission of the instructor. **[A]** 4 credits

Dan Warner

Offered Spring 2011

CSC 354 Seminar in Digital Sound and Music Processing

400 Special Studies

In the history of music, world music, composition or in the theory or analysis of music. By permission of the department, for juniors and seniors. 1 to 4 credits

Offered both semesters each year

Graduate Courses

The department offers no graduate program but will in exceptional circumstances consider admitting an advanced student whose independent studies leading to the M.A. degree would be overseen by the appropriate members of the faculty.

Performance

Admission to performance courses is determined by audition. Students are accepted on the basis of musician-ship, competence and potential. Auditions take place during orientation. Please consult the music office or department Web site for details.

When no instructor for a particular instrument is available at Smith College, every effort is made to provide students with qualified instructors from the Five College community. Such arrangements may require Smith students to travel to other campuses within the Five College system.

Courses in performance consist of weekly private lessons. Specific course expectations are determined

by the instructor. Two performance courses may not be taken concurrently without permission of the department. This restriction does not apply to chamber music or conducting.

Performance study requires a yearlong commitment. First- and second-year students normally take lessons in addition to a regular course load. With permission of the instructor, a student in the third or fourth year may register for eight credits within or above a regular program. All performance students are encouraged to study music in the classroom. Non-majors and non-minors who wish to continue beyond the second year must take MUS 110 and either MUS 200 or MUS 201, preferably prior to the junior year.

No more than 24 credits in performance courses may be counted toward graduation.

Students wishing to study performance with Five College faculty must obtain departmental approval.

Performance courses require an additional fee, which is waived for music majors and minors.

Performance courses carry the following numbering sequence, credits and section letters:

- 914y [A]** 4 credits, first year of performance study
924y [A] 4 credits, second year of performance study
928y [A] 8 credits, music majors in second year of performance study who, with their teacher's permission, wish to study for full credit. Prerequisite: MUS 914y.
930y [A] Advanced level for variable credit (4 or 8 credits). Can be repeated once. Prerequisite: MUS 924y or 928y.
940y [A] Intensive preparation for a senior recital for those admitted to the Concentration in Performance. Two hour lessons per week. May be substituted for one or two elective classroom courses above the one hundred level in the major. Prerequisites: four semesters of performance for credit or the equivalent; audition and permission of the department. 8 credits.

A	Piano	M	Clarinet
B	Organ	N	Bassoon
C	Harpsichord	O	French Horn
D	Voice	P	Trumpet
E	Violin	Q	Trombone
F	Viola	R	Tuba
G	Violoncello	S	Percussion
H	Double Bass	T	Guitar
I	Viola da Gamba	U	Lute
J	Flute	V	Harp
K	Recorder	W	Other Instruments
L	Oboe		

Piano. Judith Gordon, Grant Moss, Elizabeth Joy Roe

Organ. Prerequisite: piano 914y or the equivalent.
Grant Moss

Harpisichord. Prerequisite: piano 914y or permission of the instructor. Grant Moss

Voice. Karen Smith Emerson, Jane Bryden, Judith Gray, Herbert Burtis

Violin. Joel Pitchon, Sarah Cornelius

Viola. To be announced

Violoncello. Akiva Cahn-Lipman, Volcy Pelletier

Double bass. (UMass)

Viola da Gamba. Alice Robbins

Wind Instruments. Ellen Redman, flute; Kirsten Had-den Lipkins, oboe; Lynn Sussman, clarinet; Emily Samuels, recorder; Rebecca Eldredge, bassoon

Brass Instruments. Donna Gouger, trumpet; Frederick Aldrich, French horn; trombone, tuba (UMass)

Percussion. (UMass)

Harp. Felice Swados

Guitar. Phillip de Fremery

Drum Set. Claire Arenius

901 Music Ensembles

Chamber Music Ensemble

Open on a limited basis to qualified students who are studying their instruments. This course requires a one-hour lesson and three hours of practice per week. May be repeated. Permission of the instructor required. **{A}**
1 credit

Joel Pitchon, Judith Gordon, members of the department

Offered both semesters each year

903 Conducting

Baton technique, score reading, problems of conducting choral and instrumental ensembles. Ability to read

bass and treble clef required. May be repeated for credit. Admission by permission of the instructor. **{A}** 2 credits
Gregory Brown
Offered Fall 2010

Smith College Orchestra

A symphony orchestra open to Smith students, Five-College students and community members. The orchestra gives one concert each semester and performs at annual events such as Family Weekend and Christmas Vespers. Rehearsals on Tuesday evenings.

Jonathan Hirsh, Conductor

Smith College West African Drumming Ensemble

One concert per semester. Open (subject to space) to Smith Students, other Five College students, faculty and staff. No prior experience necessary. Rehearsals on Wednesday evenings.

Faith Conant and Margaret Sarkissian, Directors
Fall 2010 only

Smith College Javanese Gamelan Ensemble

One concert per semester. Open (subject to space) to Smith students, other Five College students, faculty and staff. No prior experience necessary. Rehearsals on Wednesday evenings.

Sumarsam and Margaret Sarkissian, Directors
Resumes Spring 2011

Smith College Jazz Ensemble

One rehearsal per week; at least two concerts per semester. Open to Smith and Five College students and members of the community, with all levels of prior jazz training.

Genevieve Rose, Director

Smith College Wind Ensemble

One rehearsal per week; at least one concert per semester. Open to Smith and Five College students, faculty, staff and members of the community with prior instrumental experience.

Ellen Redman, Director

Smith College Irish Music Ensemble: The Wailing Banshees

One rehearsal per week; at least one concert per semester. Open by audition or permission of the director to Smith and Five College students, faculty and staff and members of the community.

Ellen Redman, Director

Choral Ensembles

The Choral Program at Smith includes three ensembles. Each ensemble performs annually at Family Weekend, Montage, Autumn Serenade, Christmas Vespers and at College events such as Convocation, Rally Day and some chapel services. All the ensembles perform a varied repertoire including classical, world music, popular songs and Smith songs. At least once each year, the Glee Club and occasionally the College Chorus, performs a major work with a visiting Men's Glee Club, orchestra and soloists. In alternate years, the Chamber Singers perform on tour in the United States and abroad.

Glee Club: open by audition to sophomores, juniors, seniors and Ada Comstock Scholars. Rehearsals on Monday and Wednesday afternoons.

Jonathan Hirsh, Conductor

Chamber Singers: open to selected members of the choral ensembles by audition. Normally offered in alternate years.

Jonathan Hirsh, Conductor

College Chorus: open by audition to all first-year students and Ada Comstock Scholars. Rehearsals on Monday and Wednesday afternoons.

Gregory Brown, Conductor

The Five College Collegium and Early Music at the Five Colleges

The Five College Early Music Program seeks to provide educational and musical experience for those interested in the instrumental and vocal music of the Middle Ages, the Renaissance and the baroque period. An extensive collection of medieval, Renaissance and baroque instruments is available to students for study and performance, and there are large holdings in the music libraries of the Five Colleges. Students may participate in the Five College Collegium (open by audition), may join ensembles organized on the various campuses, and may take, for a fee, individual and noncredit group instruction. Smith students should contact Jane Bryden, Emily Samuels or Alice Robbins for further details.

Robert Eisenstein, Director

The Major

Advisers: Members of the department

Adviser for Study Abroad: Peter Bloom

Requirements: Ten semester courses, the basis (102, 110 and 202), six further classroom courses above the 100 level and 325 in the senior year. Of the six further classroom courses, at least one must be taken in three of the following areas:

History of Western music
American music
World music
Music theory and analysis
Composition and digital music

In world music and in American music, 101 and 106, respectively, may be substituted for a further classroom course above the 100 level. In music theory and analysis, students who place out of 110—a placement test is administered at the opening of the fall semester—are welcome to take in its stead any classroom course in music as they complete the ten courses required for the major.

Students who are contemplating graduate work in any branch of music should consult an appropriate member of the department for advice in selecting suitable elective courses. Students interested in graduate work in music are urged to acquire some knowledge of German, French or Italian (for studies in the Western tradition) or of a relevant foreign language (for studies beyond the Western tradition).

Music Major With Concentration in Performance

Majors who have demonstrated an extraordinary level of achievement in performance may, before March of their junior year, seek via audition before a representative committee of the department, to substitute 940y (for 8 credits) in their senior year for one of the "six further classroom courses above the 100 level" required for the major.

The Minor

Advisors: Members of the department

Requirements: Six semester courses: the basis (102, 110, 202) and three further classroom courses of which at least two should be above the 100 level.

Students who place out of 110—a placement test is administered at the opening of the fall semester—are welcome to take in its stead any classroom course in music as they complete the six courses required for the minor.

Honors

Director: Steve Waksman

430d Honors Project

8 credits

Full-year course; Offered each year

431 Honors Project

8 credits

Offered each Fall

Requirements: A GPA of 3.5 in classroom courses in music through the end of the junior year; a GPA of 3.3 in courses outside music through the end of the junior year. Honors students will fulfill the requirements of the major, will present a thesis or composition (430d or 431) equivalent to eight credits, and will take an oral examination on the subject of the thesis. The thesis in history, theory or cultural studies will normally be a research paper of approximately fifty pages. The thesis in composition will normally be a chamber work of substantial duration. The final grade (highest honors, high honors, honors, pass) will be calculated as follows: thesis (60 percent); grades in music (20 percent); performance on the oral examination (20 percent).

Examination: Students will take an oral examination on the subject of their thesis.

The Five College Ethnomusicology Certificate Program

Advisors: Members of the Five College Ethnomusicology Committee.

The Certificate Program in Ethnomusicology will provide a coherent framework for navigating course offerings and engaging with ethnomusicologists throughout the Five Colleges.

Requirements: To obtain a Five College certificate in Ethnomusicology, students must successfully complete a total of seven (7) courses distributed as indicated in the following four (4) categories. No more than five (5) courses can be from any one department/discipline.

- 1) Area Studies or Topics courses: at least two courses
- 2) Methodology: at least two courses
- 3) Performance: at least one course
- 4) Electives: negotiated in consultation with the student's ethnomusicology advisor, including courses from related disciplines including: anthropology, sociology, history or media studies; area studies fields such as African Studies, American Studies, Asian Studies or Middle East Studies; or others related to a particular student's ethnomusicological interests.

Since ethnomusicological research and related musical performance may require understanding of and competence in a foreign language, students are encouraged, but not required, to achieve relevant language proficiency. Other areas that students are encouraged to explore include experiential learning, a study abroad or domestic exchange experience, in depth study of a single musical tradition, or comparative studies of several musical traditions.

List of Courses and Ensembles

Will be posted and updated on our Web site: <http://www.fivecolleges.edu/sites/ethnomusicology/index.php>

Neuroscience

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Neuroscience Committee

*¹ Margaret E. Anderson, Professor of Biological Sciences

*² Mary Harrington, Professor of Psychology
Virginia Hayssen, Professor of Biological Sciences
Richard Olivo, Professor of Biological Sciences
Stylianios Scordilis, Professor of Biological Sciences
David Bickar, Professor of Chemistry

Adam Hall, Associate Professor of Biological Sciences,
Director

**¹ Susan Voss, Associate Professor of Engineering

**² Maryjane Wraga, Associate Professor of Psychology
Michael Barresi, Assistant Professor of Biological Sciences

Beth Powell, Lecturer in Psychology

230 Experimental Methods in Neuroscience

A laboratory course exploring anatomical research methods, neurochemical techniques, behavioral testing, design of experiments and data analysis. Prerequisites: PSY 210 or 221 and CHM 111 or 118 or permission of the instructor. Not open to seniors. Enrollment limited to 14. **(N)** 4 credits

Mary Harrington

Offered Fall 2010, Spring 2011, Spring 2012

314 Neuroendocrinology

This course investigates how the brain regulates the production and release of hormones, as well as how hormones act on the brain to affect behaviors such as aggression, affiliation, parenting, sexual behavior, feeding and learning. Concurrent enrollment in NSC 315 is recommended but not required. Prerequisites: PSY 210 and one of BIO 200, 202 or 230 or permission of the instructor. Enrollment limited to 20. **(N)** 4 credits

Annaliese Beery

Offered Spring 2011

315 Neuroendocrinology Laboratory

Laboratory sessions in this course will complement the material in NSC 314 by exploring the neuroanatomy of the endocrine system, methods of detecting and assessing hormone action, and correlations between hormone levels and experiences of daily life. Enrollment limited to 16. Prerequisite: NSC 314 (must be taken concurrently). **(N)** 1 credit

Annaliese Beery

Offered Spring 2011

312 Seminar in Neuroscience

Biological Rhythms

Molecular, physiological and behavioral studies of circadian and circa-annual rhythms. Prerequisites: NSC 230, a course in statistics, one of : BIO 200, 202 or 230 and permission of the instructor. Enrollment limited to 12. **(N)** 4 credits

Mary Harrington

Offered Spring 2012

General Anesthesia

This seminar will explore the history of general anesthesia, current anesthetic practices and the molecular mechanisms of anesthetic actions in the brain. Prerequisite: either BIO 202, 200, 300 or 310. Enrollment limited to 12. **(N)** 4 credits

Adam Hall

Offered Spring 2011

400 Special Studies

A scholarly project completed under the supervision of any member of the program. Permission of the instructor required. 1–5 credits

Offered both semesters each year

The Major

Core courses: BIO 150/151; CHM 111 or 118, 222; PSY 210; two courses with laboratories from BIO 200/201, 202/203, 230/231; PSY 190, MTH 190 or 245; NSC 230;

two courses with laboratories from the following: BIO 300/301, 302/303, 310/311, NSC 314/315.

Two electives:

1. Select one from BIO 200, 202, 230, 300/301, 302, 310, 362, 363, NSC 311, EGR 380, PSY 218, 219, 221, 222.
2. Select one from NSC 312, 400 (special studies, 4 or 5 credits), 430d/432d (Thesis), BIO 323, BCH 380, PSY 314, 319, 326.

A total of 53 credits are required in the major. The S/U option may not be used for courses in the major. A student who places out of required courses with AP or IB credits is expected to replace those courses with others offered in the major. Credits should be earned by taking an additional elective. NSC 230 is not open to seniors.

BIO 200, 202, 230, 300, 302, 310 or NSC 311 may be taken as either core or elective, but one course cannot be counted as both core and elective.

BIO 150 Cells, Physiology and Development

Students in this course will investigate the structure, function and physiology of cells, the properties of biological molecules, information transfer from the level of DNA to cell-cell communication, and cellular energy generation and transfer. The development of multicellular organisms and the physiology of selected organ systems will also be explored. Laboratory (BIO 151) is recommended but not required. Enrollment limited to 80. **{N}** 4 credits

Michael Barresi, Carolyn Wetzal
Offered Fall 2010, Spring 2011

BIO 151 Cells, Physiology and Development Laboratory

Laboratory sessions in this course will combine observational and experimental protocols. Students will examine cellular molecules, monitor enzymatic reactions, photosynthesis and respiration to study cellular function. Students will also examine embryology and the process of differentiation, the structure and function of plant systems and the physiology of certain animal systems. Prerequisite: BIO 150, (normally taken concurrently). **{N}** 1 credit

Members of the department
Offered Fall 2010, Spring 2011

BIO 200 Animal Physiology

Functions of animals, including humans, required for survival (movement, respiration, circulation, etc.); neural and hormonal regulation of these functions;

and the adjustments made to challenges presented by specific environments. Prerequisites: BIO 150/151 and CHM 111 or CHM 118. Laboratory (BIO 201) is optional but strongly recommended. **{N}** 4 credits

Richard Briggs
Offered Fall 2010

BIO 201 Animal Physiology Laboratory

Experiments will demonstrate concepts presented in BIO 200 and illustrate techniques and data analysis used in the study of physiology. BIO 200 must be taken concurrently. **{N}** 1 credit

Richard Briggs
Offered Fall 2010

BIO 202 Cell Biology

The structure and function of eukaryotic cells. This course will examine contemporary topics in cellular biology: cellular structures, organelle function, membrane and endomembrane systems, cellular regulation, signaling mechanisms, motility, bioelectricity, communication and cellular energetics. This course is a prerequisite for Biochemistry I (BCH 252). Prerequisites: BIO 150/151 and CHM 222. Laboratory (BIO 203) is recommended but not required. **{N}** 4 credits

Stylianios Scordilis
Offered Fall 2010

BIO 203 Cell Biology Laboratory

Inquiry-based laboratory using techniques such as spectrophotometry, enzyme kinetics, bright field and fluorescence light microscopy and scanning electron microscopy. There will be an emphasis on student-designed projects. This course is a prerequisite for Biochemistry I Laboratory (BCH 253). Prerequisite: BIO 202, (should be taken concurrently). **{N}** 1 credit

Graham Kent
Offered Fall 2010

BIO 230 Genomes and Genetic Analysis

An exploration of genes and genomes that highlights the connections between molecular biology, genetics, cell biology and evolution. Topics will include DNA and RNA, and protein structure and function, gene organization, mechanisms and control of gene expression, origins and evolution of molecular mechanisms and gene networks. The course will also deal with the principal experimental and computational tools that have advanced relevant fields, and will introduce students to the rapidly expanding databases at the core of contemporary biology. Relying heavily on primary

literature, we will explore selected topics including the molecular biology of infectious diseases, genetic underpinnings of development, the comparative analysis of whole genomes and the origin and evolution of genome structure and content. Prerequisites: BIO 110 or 152. Laboratory (BIO 231) is recommended but not required. **{N}** 4 credits

Steven Williams

Offered Spring 2011

BIO 231 Genomes and Genetic Analysis Laboratory

A laboratory designed to complement the lecture material in 230. Laboratory and computer projects will investigate methods in molecular biology including recombinant DNA, gene cloning and DNA sequencing as well as contemporary bioinformatics, data mining and the display and analysis of complex genome databases. Prerequisite: BIO 230 (should be taken concurrently). **{N}** 1 credit

Lori Saunders

Offered Spring 2011

BIO 300 Neurophysiology

The function of nervous systems. Topics include electrical signals in neurons, synapses, the neural basis of form and color perception, and the generation of behavioral patterns. Prerequisites: BIO 200 or 202. Laboratory (BIO 301) must be taken concurrently. **{N}** 4 credits

Richard Olivo

Offered Spring 2011

BIO 301 Neurophysiology Laboratory

Electrophysiological recording of signals from neurons, including an independent project in the second half of the semester. BIO 300 must be taken concurrently. **{N}** 1 credit

Richard Olivo

Offered Spring 2011

BIO 302 Developmental Biology

The field of developmental biology tries to address the age-old question of how a single cell can give rise to the complexity and diversity of cells and forms that make us the way we are. Developmental biology spans all disciplines from cell biology and genetics to ecology and evolution. Therefore, this course should appeal to a wide range of student interests, and serve as a chance to unify many of the principles discussed in other courses. Observations of the remarkable phenomena that occur during embryonic development will be presented in concert with the experiments underlying our current

knowledge. In order to fully engage students with the research being presented in class, we will Web conference with the prominent developmental biologists that produced the research we are covering. Prerequisites: All three core courses are suggested, at least BIO 150 and BIO 152 are required. An upper-level course in cell biology (BIO 202 or 206) or genetics (BIO 230) is required. **{N}** 4 credits

Michael Barresi

Offered Fall 2010

BIO 303 Developmental Biology Laboratory

Students will design and carry out their own experiments focused on neural and muscle development using zebrafish as a model system. Techniques covered will be embryology, indirect immunocytochemistry, in situ hybridization, microinjection of RNA for gain or loss of function studies, pharmacological analysis, GFP-transgenics, an array of microscopy techniques. This laboratory is designed as a true research experience and thus will require time outside of the normally scheduled lab period. Your data will be constructed into a poster that will be presented at Smith and may be presented at an undergraduate developmental biology conference with participating local colleges and universities. Prerequisite: BIO 302 (must be taken concurrently). Enrollment limited to 12. **{N}** 1 credit

Michael Barresi

Offered Fall 2010

BIO 310 Cellular and Molecular Neuroscience

Molecular level structure-function relationships in the nervous system. Topics include development of neurons, neuron-specific gene expression, mechanisms of neuronal plasticity in learning and memory, synaptic release, molecular biology of neurological disorders and molecular neuropharmacology. Prerequisites: BIO 202, or BIO 230 or permission of the instructor. Enrollment limited to 20. **{N}** 4 credits

Adam Hall

Offered Fall 2010

BIO 311 Cellular and Molecular Neuroscience Laboratory

This laboratory initially uses tissue culture techniques to study the development of primary neurons in culture (e.g. extension of neurites and growth cones). This is followed by an introduction to DNA microarray technology for studying gene expression in the brain. The rest of the laboratory uses the *Xenopus* oocyte expression system to study molecular structure-function.

Oocytes (frog eggs) are injected with DNA encoding for a variety of ion channels. The second half of the semester involves a lab project using the expression system to investigate channel characteristics or pharmacology. BIO 310 is a prerequisite and must be taken concurrently. Enrollment limited to 20 **{N}** 1 credit

Adam Hall

Offered Fall 2010

BIO 323 Seminar: Topics in Developmental Biology

This seminar is designed to introduce students to the variety of research areas in developmental biology. Normally taken in the junior or senior year by biology, biochemistry and neuroscience majors and minors. Prerequisites: BIO150, BIO152, one 200 or 300 level course in the area of cells, physiology and development as well as a similarly upper-level course in the area of genetics, genomics and evolution or permission of instructor. May not be repeated for credit. Enrollment limited to 12. **{N}** 3 credits

Topic: Stem Cells and Their Amazing "Potential"

Whether at dinner tables, the halls of congress and church or a patient's bedside, the promise of stem cells is highly debated. This course will explore all aspects of stem cells from a detailed cellular, genetic and molecular description to discussions of the ethical concerns.

We will investigate the differences between embryonic versus adult stem cells and their related potential to the development of different cell types and their role in development, disease, trauma and cancer. Course material will mainly be derived from primary research literature that we will use as the springboard to hold video conference discussions with the actual researchers who conducted the work. The main assessments are the submission of questions for these video conferences, and the composition of a movie documentary on the current state of stem cells. This is a fantastic experience that will force you to interact with the material and more experts in the field in completely novel ways. It will require significant out of class work. A letter of intent should be emailed at time of registration. Prerequisites: BIO 150, 152 and at least one upper level course in the area of cells, physiology and development. May not be repeated for credit. Enrollment limited to 12. **{N}** 3 credits

Michael J. Barresi

Offered Spring 2011

BIO 362 Animal Behavior

Examination of the many approaches to the study of animal behavior. Topics include history of the field,

physiological bases of behavior and behavioral ecology and evolution. Prerequisite: one of the following: BIO 260, 272, 363, a statistics course or permission of the instructor. **{N}** 3 credits

Virginia Hayssen

Offered Fall 2011

BIO 363 Animal Behavior: Methods

Research design and methodology for field and laboratory studies of animal behavior. Prerequisite, one of the following: BIO 260, 272, 362, a statistics course or permission of the instructor. Enrollment limited to 15 students. **{N}** 3 credits

Virginia Hayssen

Offered Fall 2010

BCH 380 Seminar: Topics in Biochemistry

Biochemical Bases of Neurological Disorders. Following the decade of the brain there has been a surge in understanding of the biochemical and molecular bases of neurological disorders. This seminar will explore how protein misfolding relates to a number of neuronal diseases including spongiform encephalopathies (e.g. "mad cow"), Lou Gehrig's, Alzheimer's and Parkinson's. Prerequisite: Cell Biology, BIO 202. **{N}** 3 credits

Adam Hall

Offered Spring 2012

PSY 210 Introduction to Neuroscience

An introduction to the organization and function of the mammalian nervous system. An in depth exploration of the brain using multiple levels of analysis ranging from molecular to cognitive and behavioral approaches. An appreciation of how brain cells interact to orchestrate adaptive responses and experiences will be gained. Seniors require permission of the instructor. This course has no prerequisites. **{N}** 4 credits

Adam Hall

Offered Spring 2011

PSY 218 Cognitive Psychology

Theory and research on current topics in cognition, including attention, perception, concept formation, imagery, memory, decision making and intelligence. Prerequisite: 111 or permission of the instructor. **{N}** 4 credits

Maryjane Wraga

Offered Spring 2011

PSY 221 Physiology of Behavior

Introduction to brain-behavior relations in humans and other species. An overview of anatomical, neural,

hormonal and neurochemical bases of behavior in both normal and clinical cases. Major topics include the biological basis of sexual behavior, sleep, emotions, depression, schizophrenia, autism, ADHD and neurological disorders. Open to entering students. **{N}** 4 credits

Beth Powell

Offered Fall 2010, Fall 2011

PSY 222 Psychopharmacology

This course will examine the effects of drugs on the nervous system and associated changes in mood, cognition and behavior. Legal and illegal recreational drugs will be considered, as well as therapeutic agents used to treat psychological illnesses such as depression and schizophrenia. Focus will be on understanding the effects of drugs on synaptic transmission, as well as how neural models might account for tolerance and addiction. The course will also cover issues with social impact such as the effects of drugs on fetal development, the pharmaceutical industry and effective treatments for drug abuse. Prerequisite: 210 or 221 or permission of the instructor. **{N}** 4 credits

Beth Powell

Offered Spring 2011, Spring 2012

PSY 314 Seminar in Foundations of Behavior

Cognition in Film

This seminar explores the cognitive processes underlying human perception and comprehension of film, the techniques film makers use to capitalize on these processes, as well as the general portrayal of cognition by film makers. We will read and discuss empirical articles and view relevant examples of film. Topics range from change blindness and apparent motion to various depictions of amnesia in 20th century film. Prerequisite: PSY 218 or PSY 219 or permission of the instructor. **{N}** 4 credits

Maryjane Wraga

Offered Spring 2011

PSY 319 Research Seminar in Biological Rhythms

Design and execution of original research on topics related to the physiology of biological rhythms. Health consequences of disruption in biological rhythms will be explored, with particular emphasis on fatigue and immune system activation. Prerequisites: PSY 190/MTH 190, PSY 192, one of PSY 221 or PSY 225 and permission of the instructor. Enrollment limited to 12. **{N}** 4 credits

Mary Harrington

Offered Fall 2010

PSY 326 Seminar in Biopsychology

The Psychological Correlates of Inflammation

Is chronic inflammation linked to depression? Does illness lead to fatigue via immune system activation? Can treatments for psychological problems be developed by a better understanding of psychoneuroimmunology? Students will lead a review of the literature and will develop individual research proposals on topics related to effects of immune system on mental health. Prerequisites: A 200-level course in biopsychology, a 200-level course in biology, a course in statistics and a course in research methods. Enrollment limited to 12 **{N}** 4 credits

Mary E. Harrington

Offered Spring 2011

Adviser for Study Abroad: Mary Harrington

Adviser for Transfer Students: Virginia Hayssen

The Minor

Required core courses: PSY 210 or 221 and a 300-level course selected in consultation with the adviser.

Choose four electives from: PSY 210, 218, 221, 222, 312, 326; NSC 311, 312; BIO 200, 202, 206, 300, 302, 310; BCH 380.

The S/U option may not be used for courses in the minor.

Honors

Director: Mary Harrington

430d Honors Project

8 credits

Full-year course; offered each year

432d Honors Project

12 credits

Full-year course; offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Philosophy

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

^{**1} Jill G. de Villiers, Ph.D. (Psychology and Philosophy)

^{*1} John M. Connolly, Ph.D.

Elizabeth V. Spelman, Ph.D., *Chair*

Jay L. Garfield, Ph.D.

^{*2} Albert Mosley, Ph.D.

^{†1} Nalini Bhushan, Ph.D.

Associate Professors

^{**2} Susan Levin, Ph.D.

^{*2} Jeffrey Ramsey, Ph.D.

Lecturer

Ernest Alleva, Ph.D.

Research Associates

Janice Moulton, Ph.D.

Meredith W. Michaels, Ph.D.

Introductory and intermediate courses are open to all students, unless otherwise noted. Upper-level courses assume some previous work in the department or in fields related to the particular course concerned. The 300-level courses are primarily for juniors and seniors. Where special preparation is required, the prerequisite is indicated in the description.

LOG 100 Valid and Invalid Reasoning: What Follows From What?

Formal logic and its application to the evaluation of everyday arguments, the abstract properties of logical systems, the implications of inconsistency. Examples drawn from law, philosophy, economics, literary criticism, political theory, commercials, mathematics, psychology, computer science, off-topic debating and the popular press. Deduction and induction, logical symbolism and operations, paradoxes and puzzles. May not be taken for credit with PHI 202. **{M}** W1 4 credits
James Henle (Mathematics), Jay Garfield (Philosophy)
Offered Fall 2010

LOG 101 Plausible and Implausible Reasoning: What Happened? What Will Happen Next?

This course is designed for students who are uncomfortable with symbolic systems. It will provide an elementary introduction to the structure and function of propositional and predicate logic. This will include translating ordinary language statements and arguments into symbolic form; using truth tables to

calculate truth values and determine the validity of arguments in finite universes; quantification in infinite universes; direct, indirect and conditional proof techniques in propositional and predicate logic. The course will also survey topics in inductive logic involving probabilistic and statistical reasoning and elements of decision theory. Enrollment limited to 24. **{M}** 4 credits
Albert G. Mosley

Offered Spring 2011

108/REL 108 The Meaning of Life

This course asks the big question, "What is the Meaning of Life?" and explores a range of answers offered by philosophers and religious thinkers from a host of different traditions in different eras of human history. We will explore a variety of forms of philosophical and religious thinking and consider the ways in which philosophical and religious ideas can be directly relevant to our own lives. **{H/L}** 4 credits
Jay Garfield (Philosophy), Suleiman Mourad (Religion)

Offered Spring 2011

FYS 113 Meanings and Values in the World of Work

This course examines diverse issues regarding work: What significance does work have in our lives? How does it vary across communities, classes and professions? How is it related to individual and group identity? How is it related to family life and individual well-being? What makes work desirable or undesirable, and

meaningful or meaningless? What rights, interests and obligations does or should it involve? Is there a right or obligation to work? How should various opportunities, benefits and burdens associated with work be distributed? How are work and education related? How should work be organized and controlled? What forms of cooperation and conflict exist in work? How are notions of play and leisure related to work? Enrollment limited to 16 first-year students. (E) WI **{S}** 4 credits

Ernest Alleva (Philosophy)

Offered Fall 2010

124 History of Ancient and Medieval Western Philosophy

A study of Western philosophy from the early Greeks to the end of the Middle Ages, with emphasis on the pre-Socratics, Plato, Aristotle, the Stoics and Epicureans and some of the scholastic philosophers. **{H/M}** 4 credits

Susan Levin

Offered Fall 2010

125 History of Early Modern European Philosophy

A study of Western philosophy from Bacon through the 18th century, with emphasis on Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume and especially Kant. Maximum number of students per section 15. **{H/M}** 4 credits

Jeffry Ramsey

Offered Spring 2011

FYS 193 The Figure of Socrates

Socrates, who favored conversing with his fellow Athenians over recording his thoughts in writing, had a remarkable impact on his own time. In addition, the influence of Socrates as a figure endures to the present day, continuing to elicit passionate responses, whether of endorsement or critique. This seminar explores constructions of Socrates' values and priorities during his lifetime and in the period following his death sentence in 399 B.C. for impiety and corrupting the youth. The final section of the course considers the nature and ground of the persistent fascination with this pivotal figure. Enrollment limited to 16 first-year students. WI **{H}** 4 credits

Susan Levin (Philosophy)

Offered Spring 2011

200 Philosophy Colloquium

Intensive practice in writing and discussing philosophy, and in applying philosophical methods to key problems

raised in essays written by members of the philosophy department. Required for majors, optional for minors. Normally taken in the sophomore year. Prerequisite: Two college courses in philosophy, one of which may be taken concurrently or permission of the instructor. WI 4 credits

John Connolly

Offered Spring 2011

210 Issues in Recent and Contemporary Philosophy

Topic: African-American Philosophy

This course explores debates about race, racism, moral status and identity in recent and contemporary American philosophy. While examining the very concepts of race and racism, we will also investigate philosophical responses to race issues in America. Enrollment limited to 20. **{S}** 4 credits

Albert Mosley

Offered Fall 2010

Topic: Animal Rights

Speciesism is the view that human beings have an inherent right to dominate non-human species and use them for human ends. The course will examine critics as well as proponents of the morality of speciesism. This will involve synthesizing disparate areas in philosophy (ethics, philosophical psychology, philosophy of science) and applying them to the use of non-humans in areas such as agriculture, biology, psychology and medicine. Enrollment limited to 20. 4 credits

Albert Mosley

Offered Spring 2011

222 Ethics

An examination of the works of some major moral theorists of the Western philosophical tradition, and their implications for our understanding of the nature of the good life and the sources and scope of our moral responsibilities. Enrollment limited to 25 students.

{H/S} 4 credits

Ernest Alleva

Offered Spring 2011

225 Continental Philosophy

This course provides a survey of major figures and developments in continental philosophy. Topics to be addressed include human nature and the nature of morality; conceptions of human history; the character and basis of societal hierarchies; and human beings'

relationship to technology. Readings from Hegel, Kierkegaard, Nietzsche, Marx, Heidegger, Sartre, Beauvoir and others. Prerequisite: one course in philosophy. **(H)** 4 credits

Susan Levin

Offered Fall 2010

226 Topics in the History of Philosophy

Topic: Human Action and the Will in Aristotle and Medieval Philosophy. The notion of the will has been a crucial one in ethics and the philosophy of human action from Aristotle to the present day. Yet treatments of it have varied greatly over the centuries. A case in point is the development of the notion, as inherited from classical pagan thought, by the Christian thinkers of the Middle Ages: Augustine, Aquinas, Duns Scotus and Meister Eckhart. We will examine the development of the concept of will (and 'weakness of will') in Aristotle and these medieval thinkers. It is recommended that students have read Aristotle's *Ethics* before taking this course. **(H)** 4 credits

John Connolly

Offered Spring 2011

228 Colloquium: Philosophy and Technology

This course will survey recent literature in the philosophy of technology. It will cover the nature of technology, its relationship to physical labor, the use of information technology to replace and enhance managerial functions, and the impact of developments in biotechnology. The course will discuss various views concerning the nature of science, whether technology should be viewed as applied science, and how science and technology should be viewed from a multicultural perspective. Finally, the course will look at the relationship between technology, ethics, politics and risk-assessment. Enrollment limited to 20. **(S)** 4 credits

Albert Mosley

Offered Fall 2010

234 Philosophy and Human Nature: Theories of the Self

Topic: Desire. For many philosophical and religious thinkers, desire has been a source of some anxiety: depicted as being by their very nature powerful and insatiable, desires appear to weaken people's capacities to control themselves and at the same time to open up opportunities for other people to control them. Focusing especially on the importance of desire to a consumer society, we shall be examining questions such as:

Is it possible to make a clear distinction between need and desire? To what extent are desires plastic, pliable, amenable to reshaping? Are we in any sense responsible for our desires? **(S)** 4 credits

Elizabeth V. Spelman

Offered Fall 2010

235 Morality, Politics and the Law

This course explores central issues of moral, political and legal philosophy in relation to alternative interpretations of the meaning and importance of core values such as justice, rights, equality, community and liberty. We will examine various perspectives on these issues, including versions of liberal, libertarian, communitarian and feminist approaches presented by influential contemporary moral and political theorists. Prerequisite: one course in moral or political philosophy. **(S)** 4 credits

Elizabeth V. Spelman

Offered Spring 2011

236 Linguistic Structures

Introduction to the issues and methods of modern linguistics, including morphology, syntax, semantics, phonology and pragmatics. The focus will be on the revolution in linguistics introduced by Noam Chomsky, and the profound questions it raises for human nature, linguistic universals and language acquisition. **(N/M)** 4 credits

Jill de Villiers

Offered Fall 2010

238 Environmental Ethics

The goal of this course is to prepare students to understand and critically evaluate various ethical perspectives on human beings' interactions with nature and these perspectives' applications to environmental issues. The principal ethical perspectives studied are anthropocentrism, biocentric individualism, environmental holism and environmental pragmatism. We will study representative descriptions and defenses of these perspectives and will examine in particular whether they can validly and effectively help us resolve environmental problems. We will study controversies about biodiversity, wilderness protection, global climate change and pollution. Enrollment limited to 40. **(S/H)** 4 credits

Jeffrey Ramsey

Offered Fall 2010

250 Epistemology

Topic: Ignorance. What is ignorance? Is it simply lack of knowledge? What is its relation to illusion, deception, self-deception? What is the difference between being ignorant of something and ignoring it? Is ignorance something for which one can be held responsible? Something for which one can be punished? Something for which one can be rewarded? To what social and political ends has ignorance been put and how? **{S}** 4 credits

Elizabeth V. Spelman

Offered Spring 2011

253j Indo-Tibetan Buddhist Philosophy and Hermeneutics

This intensive course is taught at the Central Institute of Higher Tibetan Studies in Sarnath, India as part of the Hampshire/Five Colleges in India program. Students take daily classes in Buddhist philosophy, Indo-Tibetan hermeneutics and Tibetan history and culture, taught by eminent Tibetan scholars, and attend regular discussion sessions as well as incidental lectures on topics including Tibetan art history and iconography, Tibetan astrology and medicine and Tibetan politics. Students explore Varanasi and we visit important Buddhist historical and pilgrimage sites. Each student is paired with a Tibetan student "buddy" so as to get an inside view of Tibetan culture. Enrollment limited to 15, and requires application and acceptance by the H/SCIP. Pay attention to calls for early application. Deadlines fall mid-October. No prerequisites. **{H/S/M}** 3 credits

Jay Garfield

Offered January 2011

260 Hermeneutics: Meaning and Interpretation

This course will examine the way that texts and works of art are read and interpreted with particular attention to the role of such things as authorial intent, communicative conventions, commentaries and traditions in our understanding of texts. We will ask whether texts have determinate or indeterminate, single or multiple meanings, and what it is to take something as meaningful. We will compare interpretative practices from different cultures and may consider the activity of translation as a hermeneutic practice. Prerequisite: at least one prior course in philosophy or literary theory. Enrollment limited to 20. **{H}** 4 credits

Jay Garfield

Offered Fall 2010

PRS 303 Talking Trash

Questions about waste permeate our lives. Perhaps most obviously there is the never-absent concern, across time and culture, about what to do with the waste humans generate in virtue of their biological processes, their practices of production, and their habits of consumption. At the same time, deciding what counts as waste is an inescapable part of our lives. "Waste," along with close relatives such as "trash," "rubbish," and "garbage," is part of the normative vocabulary we employ in evaluating the usefulness of the people and things around us, the projects we undertake, the way we spend our time. Enrollment limited to 12 juniors and seniors. **(E) {S}** 4 credits

Elizabeth V. Spelman

Offered Fall 2010

310 Seminar: Recent and Contemporary Philosophy

Topic: Contemporary Developments in Buddhist Philosophy. The last two decades have witnessed an explosion in scholarship on Buddhist philosophy, much of it drawing important connections between classical Indian, Tibetan and Chinese Buddhist thought and contemporary developments in Western philosophy. In this seminar we will read some of the most interesting books and articles that engage Buddhist philosophy from a modern Western perspective, with the aim of finding important philosophical ideas in these classical texts. **{M/H}** 4 credits

Jay Garfield

Offered Spring 2011

315 Seminar: Philosophy of Science

Topic: Philosophy of Biology. This course discusses the structure of evolutionary theory and its relation to other biological disciplines is treated. Finally the implications of the theory for such controversial issues as creationism, teleology, nature versus nurture and sociobiology are examined. **{N/M}** 4 credits

Jeffrey Ramsey

Offered Fall 2010

324 Seminar in Ancient Philosophy

Topic: Plato. This seminar focuses on Plato's central metaphysical insights and their implications for his treatment of virtue, politics and thriving. Readings include the *Gorgias*, *Symposium*, *Republic*, *Statesman* and *Laws*. Recommended background: PHI 124 or the equivalent. **{H}** 4 credits

Susan Levin

Offered Spring 2011

Cross-Listed Courses

HSC 211 Perspectives in the History of Science

Topic: The Scientific Revolution. What was the Scientific Revolution of the 16th and 17th centuries? Did a revolution even occur? If it did, was it really revolutionary? If it occurred, what forces produced it? How did the boundaries of 'science,' which was known as 'natural philosophy,' change during this time period? Readings will be drawn from primary and secondary sources.

{H/N} 4 credits

Jeffrey Ramsey

Offered Spring 2011

400 Special Studies

For senior majors, by arrangement with the department. 1 to 4 credits

Offered both semesters each year

408d Special Studies

For senior majors, by arrangement with the department. 8 credits

Full-year course; Offered each year

The Major

Advisers: Members of the department

Advisers for Study Abroad: Jay L. Garfield

Requirements: Ten semester courses in philosophy including: two courses in the history of philosophy, at least one of which must be PHI 124 or PHI 125; either LOG 100, LOG 101 or PHI 202; three 200-level courses, one each from three of the following areas (check department Web site for designation of current courses): 1) Value Theory; 2) Social/Political Philosophy; 3) Culture and Material Life; 4) Metaphysics and Epistemology; 5) Language and Logic; 6) Science and Technology; PHI 200, normally taken in the sophomore year; two 300-level courses.

Notes: (1) topics courses, such as 210, may fall under different rubrics in different years; (2) courses in related departments may be included in the major program of ten courses only with approval of the department; petitions for approval must be filed with the department at least one week before the beginning of the semester in which the course is offered.

Students and their faculty advisers together will regularly assess the student's progress in the major in light of the following desiderata:

Skills and competencies: e.g., LOG 100, PHI 200, the ability to write papers of varying lengths (from 2 to 25 pages to honors theses), knowing how to locate and assess scholarly literature, being comfortable at presenting philosophical material orally. Philosophy majors are expected to master all of these; and

Breadth and depth of understanding of texts, topics and themes, traditions and perspectives. Each of the following is a strong desideratum for a philosophy major:

1. systematic study of one or more major philosophical texts;
2. topics and themes: e.g., human beings' relationship to technology, to the environment; the relationship between language and reality; the nature and functions of human cognition; human flourishing; the human body; the significance of race, gender, class, etc.; the meaning of work; the meaning of life; end-of-life care, etc.;
3. traditions: tracing philosophical dialogues through time—ancient, medieval and modern philosophy, continental philosophy, Indian philosophy, Buddhism, African philosophy, etc.;
4. perspectives: understanding the joining or clashing of perspectives across cultures or subcultures—e.g., courses such as *The Meaning of Life*, *Cosmopolitanism*, *Hermeneutics*; *Meaning and Interpretation* and those that explore the significance of race, class, gender and nation;
5. extensive study of the philosophy of a single major figure;
6. an element of study in a related field or fields.

The Minor

Advisers for the Minor: Members of the department

The minor in philosophy consists of at least five courses: a two-course "basis," which typically will include a course in LOG and a 100-level PHI course; and a three-course "concentration," to be built by the student in close consultation with her adviser and with the approval of the department.

Honors

Director: Jeffry Ramsey

430d Honors Project

8 credits

Yearlong course; Offered each year

431 Honors Project

8 credits

Offered each Fall

432d Honors Project

12 credits

Yearlong course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Graduate

Advisers: Members of the department

580 Advanced Studies

By permission of the department, for graduates and qualified undergraduates: Theory of Probable Inference, Topics in Logical Theory, Philosophy of Language, Contemporary Ethics. 4 or 8 credits

Offered both semesters each year

580d Advanced Studies

By permission of the department, for graduates and qualified undergraduates: Theory of Probable Inference, Topics in Logical Theory, Philosophy of Language, Contemporary Ethics. 8 credits

Yearlong course; Offered each year

590 Research and Thesis

4 or 8 credits

Offered both semesters each year

590d Research and Thesis

8 credits

Yearlong course; Offered each year

Physics

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

Malgorzata Zielinska-Pfabé, Ph.D.

^{†1} Piotr Decowski, Ph.D.

Nalini Easwar, Ph.D.

Associate Professors

Doreen A. Weinberger, Ph.D.

Nathanael A. Fortune, Ph.D., *Chair*

Gary Felder, Ph.D.

Lecturer/Laboratory Instructors

Joyce Palmer-Fortune, Ph.D.

Meg Thacher, M.S.

Laboratory Supervisor

Jerzy W. Pfabé, M.Sc.

Students planning to major in physics are advised to elect both 115/117 and 118 and courses in mathematics in the first year.

Students entering with a strong background in physics are urged to confer with a member of the department at the beginning of their first year about taking a more advanced course in place of 115/117 and 118.

Students who receive scores of 4 and 5 on the Advanced Placement tests in physics B and C may apply that credit toward the degree unless they complete 115/117 and 118 for credit.

100 Solar Energy and Sustainability

The United States reliance on non-renewable resources to satisfy its exponentially growing energy demands comes at a severe environmental, economic and political cost. Are there alternatives? Are they affordable? What are the scientific tradeoffs and constraints? This course offers a hands-on exploration of renewable energy technologies, with an emphasis on the underlying physical principles. Students will study and use systems that generate electrical power from the sun, wind and the flow of water; they will investigate how to store and distribute this energy (both off-grid and on); they will experiment with the use of passive and active solar thermal collector technology to provide domestic hot water and space heating; and they will consider how to make use of these technologies and their understanding of the underlying physics to design, model

and construct a solar-powered building. The course will consist of a mix of experiments, field trips and weekly seminars. Enrollment limited to 16. (E) **[N]** 4 credits

Nathanael Fortune

Not offered 2010–11

106 The Cosmic Onion: From Quantum World to the Universe

Basic concepts of quantum mechanics governing the atomic and subatomic worlds. Structure of atoms, atomic nuclei and matter. The evolution of the Universe and its relation to the subatomic physics. The course is designed for non-science majors. It does not involve mathematical tools. **[N]** 4 credits

Piotr Decowski

Not offered 2010–11

108 Optics is Light Work

This course for nonscience majors reveals the intriguing nature of light in its myriad interactions with matter. From Newton's corpuscular theory, through the triumph of wave optics, to the revolutionary insights of quantum theory, our understanding of the nature of light has come full circle. Yet questions still remain. In this class each student will explore in depth an optical phenomenon of her own choosing. Enrollment limited to 16. **[N]** 4 Credits

Doreen Weinberger

Not offered 2010–11

FYS 183 The Big Bang and Beyond

According to modern science the universe as we know it began expanding about 14 billion years ago from an unimaginably hot, dense fireball. Why was the universe in that particular state? How did the universe get from that state to the way it is today, full of galaxies, stars and planets? What evidence supports this "big bang model"? Throughout this course we will focus not simply on what we know about these questions, but also on how we know it and on the limitations of our knowledge. Designed for non-science majors. Enrollment limited to 25. (E) **{N}** 4 credits

Gary Felder

Not offered 2010–11

115 General Physics I

The concepts and relations describing motion of objects (Newtonian and relativistic). Prerequisite: one semester of introductory calculus, (MTH 111 Calculus I or equivalent). Permission of the instructor required if taken concurrently. **{N}** 5 credits

Nalini Easwar, Fall 2010

Nathanael Fortune, Spring 2011

Offered both semesters each year

117 Advanced General Physics I

A more mathematically advanced version of PHY 115. Prerequisite: one semester of introductory calculus, (MTH 111 Calculus I or equivalent). Permission of the instructor required if taken concurrently. Students cannot receive credit for both PHY 115 and 117. **{N}** 5 credits

Doreen Weinberger

Offered both semesters each year

118 General Physics II

A continuation of 115/117. Electromagnetism, optics, waves and elements of quantum physics. Prerequisite: 115/117 or permission of the instructor. **{N}** 5 credits

Joyce Palmer-Fortune

Offered both semesters each year

201 Renewable and Non-Renewable Energy: Science and Implications

Fossil fuel use is rising at an increasing rate, but stocks are finite and non-renewable. How can we meet future world demand for energy? How do we make our energy use sustainable? This course considers the scientific basis, environmental implications and economic viability of renewable and non-renewable energy sources, including coal, petroleum, natural gas, geothermal,

nuclear, water, wind, solar and biofuels. Students use this information to develop short-term and long-term energy policies. (E) **{N}** 4 credits

Nathanael Fortune

Offered Spring 2011

210/EGR 201 Mathematical Methods of Physical Sciences and Engineering I

Choosing and using mathematical tools to solve problems in physical sciences. Topics include complex numbers, multiple integrals, vector analysis, Fourier series, ordinary differential equations, integral transforms. Prerequisites: MTH 112 or 114 or the equivalent and PHY 115 or PHY 117 or permission of the instructor. Enrollment limited to 20. **{N/M}** 4 credits

Gary Felder

Offered both semesters each year

211/EGR 202 Mathematical Methods of Physical Sciences and Engineering II

Mathematical tools to solve advanced problems in physical sciences. Topics include special functions, orthogonal functions, partial differential equations, functions of complex variables, integral transforms. Prerequisites: 210 or MTH 211 and 212 or permission of the instructor. **{N/M}** 4 credits

Offered Spring 2011 at Mount Holyoke College

215 Modern Physics I

The special theory of relativity, particle and wave models of matter and radiation, atomic structure and an introduction to quantum mechanics. Prerequisite: 118 or permission of the instructor. **{N}** 4 credits

Gary Felder

Offered Spring 2011

240 Electronics

A semester of experiments in electronics, with emphasis on designing, building and trouble shooting circuits. Discrete electronic components: diodes, transistors and their applications. Analog and digital IC circuits: logic gates, operational amplifiers, timers, counters and displays. Final individual design project. Prerequisite: 118 or permission of the instructor. **{N}** 4 credits

Offered Fall 2010 at Mount Holyoke College

315 Modern Physics II

More detailed, rigorous and extended discussion of topics covered in PHY 215 Modern Physics I. Distribution functions. Wave description of the microworld: atoms,

molecules and nuclei. Quantum statistics. Solids. High energy physics. Prerequisite: PHY 210 and PHY 215. **{N}** 4 credits

Doreen Weinberger

Offered Fall 2010

317/EGR 317 Classical Mechanics

Newtonian dynamics of particles and rigid bodies, oscillations. Prerequisite: 118 and 210 or permission of the instructor. **{N}** 4 credits

Malgorzata Zielinska-Pfabé

Offered every Spring

318 Electricity and Magnetism

Electrostatic fields, polarization, magnetostatic fields, magnetization, electrodynamics and electromagnetic waves. Prerequisite: 118 and 210 or permission of the instructor. **{N}** 4 credits

Malgorzata Zielinska-Pfabé

Offered every Fall

319 Thermal Physics

Statistical mechanics and introduction to thermodynamics. Prerequisites: 315 or permission of the instructor. **{N}** 4 credits

Nathanael Fortune

Offered every Fall

327 Quantum Mechanics

The formal structure of nonrelativistic quantum mechanics, including operator methods. Solutions for a number of potentials in one dimension, and for central potentials in three dimensions, including spin. Prerequisites: 315 and 317 or 217 and permission of the instructor. **{N}** 4 credits

Doreen Weinberger

Offered every Spring

328/EGR 324 Advanced Electrodynamics

A continuation of PHY 318. Electromagnetic waves in matter; the potential formulation and gauge transformations; dipole radiation; relativistic electrodynamics. Prerequisite: PHY 318 or permission of the instructor. **{N}** 2 or 4 credits

Not offered 2010–11

337 Advanced Quantum Mechanics

A continuation of PHY 327. Applications of non-relativistic quantum mechanics to systems of identical

particles; perturbation theory analysis. Prerequisite: PHY 327. **{N}** 2 or 4 credits

Not offered 2010–11

350 Advanced Physics Laboratory

This is a laboratory course in which students perform advanced experiments covering topics of modern physics: properties of subatomic particles, atomic structure, measurements of fundamental constants (speed of light, Planck's constant), and other topics from condensed matter physics and modern optics. Students can select up to four modules from the pool of experiments, prepare equipment for the chosen experiment, perform measurements, analyze data and write the final report. Each module lasts three weeks. Prerequisites: PHY 215 or the equivalent. May be repeated for credit up to a maximum number of 8 credits. Enrollment limited to 8. **(E)** **{N}** 1–4 credits

Nalini Easwar

Offered Spring 2011

360 Advanced Topics in Physics

Selected special topics which will vary from year to year; typically some subset of the following: cosmology, general relativity, nuclear and particle physics, optics, solid state physics. Prerequisites: Will vary with the topics of the course. **{N}** 4 credits

Topic Fall 2010: Nuclear and Particle Physics

Malgorzata Zielinska-Pfabé

Offered Fall 2010

399 Current Topics In Physics

For this course we will read articles and attend talks on diverse topics in physics. The emphasis will be put on oral presentation and discussion of the new phenomena using knowledge from other physics courses. Prerequisite: PHY 315 or permission of the instructor. Restricted to juniors and seniors. **{N}** 2 credits

Nalini Easwar

Offered Fall 2010

400 Special Studies

By permission of the department.

1 to 4 credits

Offered both semesters each year

The Major

Advisers: Piotr Decowski, Nalini Easwar, Nathanael A. Fortune, Gary Felder, Malgorzata Zielinska-Pfabé, Doreen Weinberger

Physics is a fundamental discipline that is rapidly evolving as new tools open up new areas of study. A foundation in physics opens the gateway to multiple career options in physics and related fields including astrophysics, applied physics and engineering, geophysics, environmental studies, mathematics, chemistry, metrology, biophysics and medicine.

The undergraduate physics curriculum at Smith stresses the fundamental principles, concepts and methods of physics with emphasis placed on analytical reasoning, problem-solving, and the critical evaluation of underlying assumptions in theory and experiment. Built around the core courses that achieve this goal, the major allows options within the requirements that provide flexibility to students primarily interested in interdisciplinary applications of physics. The PHY courses in the requirements are intended for students interested in pursuing graduate work in physics, astrophysics and allied fields. The EGR course options serve students primarily interested in the applied aspects of physics, the CHM options serve students primarily interested in materials science and chemistry, and the GEO options serve students interested in earth science.

The requirements for the major are as follows:

PHY 115/117, PHY 118
 PHY 210, PHY 215, PHY 317
 PHY 315 or EGR 271 or EGR 272 or GEO 221
 PHY 240 or EGR 220
 PHY 350 (at least 4 credits) or CHM 347
 PHY 319 or EGR 290 or CHM 332
 PHY 327 or CHM 331
 PHY 300, and one additional 300-level physics course
 PHY 328, 337 or 360

Some courses in AST, BIO, CHM, EGR and GEO may be used to replace the 300-level physics elective, including AST 330, 335, 337, 352; CHM 335, 336, 338, 398; EGR 302, 312, 320, 322, 373, 374; GEO 309. Students are advised to check with members of the physics department to choose the appropriate options; other courses may qualify, with permission of the department.

Students planning graduate study in physics are also advised to take as many 300-level physics courses as possible. Students should also acquire a facility in computer programming and numerical analysis, and complete a machine shop project.

The Minor

Advisers: Members of the department

The minor consists of: 115/117, 118, 218 and at least three additional 200- or 300-level courses from the list of major requirements above.

Honors

Director: Malgorzata Zielinska-Pfabé

432d Honors Project

12 credits

Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Presidential Seminars

Visiting faculty and some lecturers are generally appointed for a limited term.

Visit www.smith.edu/catalog for current course information.

Presidential Seminars (PRS) are interdisciplinary seminars that provide advanced students (juniors and seniors) with an opportunity to grapple with complex, challenging problems that require multiple disciplinary perspectives and methods to analyze them. These seminars enable juniors and seniors to bring to bear their talents and apply their acquired knowledge to problems of significance.

PRS 303 Talking Trash

Questions about waste permeate our lives. Perhaps most obviously there is the never-absent concern, across time and culture, about what to do with the waste humans generate in virtue of their biological processes, their practices of production, and their habits of consumption. At the same time, deciding what counts as waste is an inescapable part of our lives. "Waste," along with close relatives such as "trash," "rubbish," and "garbage," is part of the normative vocabulary we employ in evaluating the usefulness of the people and things around us, the projects we undertake, the way we spend our time. Enrollment limited to 12 juniors and seniors. Permission of the instructor required. (E) **[S]** 4 credits

Elizabeth V. Spelman (Philosophy)

Offered Fall 2010

PRS 309 Art/Math Studio

This course is a combination of two distinct but related areas of study: studio art and mathematics. Students will be actively engaged in the design and fabrication of three-dimensional models that deal directly with aspects of mathematics. The class will include an introduction to basic building techniques with a variety of tools and media. At the same time each student will pursue an intensive examination of a particular individual theme within studio art practice. The mathematical projects will be pursued in small groups. The studio artwork will be done individually. Group discussions of reading, oral presentations and critiques—as well as several small written assignments—

will be a major aspect of the class. Prerequisite: Juniors and seniors with permission of the instructor/s. Enrollment is limited to 15. (E) **[A/M]** 4 credits

Pau Atela (Mathematics)

Offered Spring 2011

PRS 312 Weaker Vessels: Women and Violence Inside and Out

Prison-based seminar with Smith students and women inmates in Chicopee, a medium-security facility 30 minutes from Smith. The course examines representations and implications of violence against women, especially the intersection of violence, gender and power. Through plays, memoirs, critical essays, visual culture and our own writing, we look at how cultural norms shape assumptions about the nature of violence and its manifestations against and by women in our everyday lives. Topics include sexual assault, domestic violence, economic and institutional violence, war and terror as they affect noncombatants, rape as an instrument of war, trafficking. Enrollment limited to 15 juniors and seniors. Course will be offered at Smith Friday 9 a.m.–noon and off-campus at the Chicopee facility from 2 to 4 p.m. (E) 4 credits

Ellen Kaplan (Theatre)

Offered Fall 2012

PRS 313 Western Encounters in Afghanistan: From Alexander the Great to Modern Archaeology

The course explores select "western" encounters with "Afghanistan," comprising Alexander the Great's campaigns and the establishment of a Greco-Bactrian civilization, the first two Anglo-Afghan Wars (1839–42, 1878–80) in their political, military and social contexts as well as their literary and pictorial representations, emergence of modern archaeology and museums, and the shaping of Afghan cultural identities. We will consider the real and symbolic significance of Afghanistan to these "westerners," its roles in their versions of "Asia" and the challenges they encountered as they tried to put their imprint upon

a land that was proverbially difficult to conquer and harder still to rule. Enrollment limited to 15 juniors or seniors. (E) **{H}** 4 credits

Richard Lim (History)

Offered Spring 2011

PRS 315 Shaping Religious Identities in the Middle East: Islam and the Others

How are Muslim identities in the Middle East formed and sustained? How are they changed and redefined? How have Muslims interacted with the Jewish and Christian religious cultures that surrounded them from the birth of Islam until today? Informed by these questions, this seminar focuses on the development of Muslims' religious, historical, cultural, and political identity and expression in the Middle East as reflective of a process of exposure and contact with Jews and Christians, their religious 'others.' It is open to students with some knowledge of the region seeking to understand the complex and diverse nature of Islam. Prerequisite: GOV 224 or REL 245 or the equivalent. Enrollment limited to 15 juniors and seniors. (E)

{L/H/S} 4 credits

Donna Robinson Divine (Government) and Suleiman Mourad (Religion)

Offered Spring 2011

PRS 316 Revising the Past in Chinese Literature and Film

This seminar will explore how China recollects, reflects and reinterprets its past, and most importantly, how Chinese history and its literary and cultural traditions are represented in a new light on the world stage through visual arts. We will begin the focus on biographical and literary texts which are adapted and transformed into cinematic texts. This seminar is open to students interested in Chinese literature and culture, as well as art, comparative literature, history, theater and other disciplines. The students will go to Taiwan upon completion when funding is available. Enrollment limited to 12 juniors and seniors. (E) **{L}** 4 credits

Stefanie Wu (East Asian Languages and Literatures)

Offered Spring 2011

Psychology

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

^{**1} Jill G. de Villiers, Ph.D. (Psychology and Philosophy)

^{**1} Peter A. de Villiers, Ph.D.

Randy O. Frost, Ph.D.

Fletcher A. Blanchard, Ph.D., *Chair*

^{**2} Mary Harrington, Ph.D.

Philip K. Peake, Ph.D.

^{**1} Patricia M. DiBartolo, Ph.D.

^{**2} Bill E. Peterson, Ph.D.

Adjunct Professors

Maureen A. Mahoney, Ph.D.

Marsha Kline Pruett, Ph.D., M.S.L.

Associate Professors

Lauren E. Duncan, Ph.D.

^{**2} Maryjane Wraga, Ph.D.

^{**2} Nnamdi Pole, Ph.D.

Byron L. Zamboanga, Ph.D.

Assistant Professors

^{**2} Benita Jackson, Ph.D., M.P.H.

Annaliese Beery, Ph.D.

Lecturers

Beth Powell, Ph.D.

David Palmer, Ph.D.

Assistant in Statistics

David Palmer, Ph.D.

Research Associates

Robert Teghtsoonian, Ph.D.

Martha Teghtsoonian, Ph.D.

George Robinson, Ph.D.

Peter Pufall, Ph.D.

Michele T. Wick, Ph.D.

Basis for the Major

111 Introduction to Psychology

An introductory course surveying fundamental principles and findings in classical and contemporary psychology. Students must enroll in a discussion section. Discussion sections are limited to 22. **(N)** 4 credits

Maryjane Wraga, Director

Byron L. Zamboanga, Nnamdi Pole, Peter de Villiers

Offered Fall 2010

PSY 190/MTH 190 Statistical Methods for Undergraduate Research

An overview of the statistical methods needed for undergraduate research emphasizing methods for data collection, data description and statistical inference including an introduction to confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data will be discussed. Applications are emphasized, and students enrolled in PSY 190 use SPSS and other statistical software for data analysis. Students in MTH 190 use

SPSS and other statistical software for data analysis. This course satisfies the Basis requirement for the Psychology major. Students who have taken MTH 111 or the equivalent should take MTH 245, which also satisfies the Basis requirement. Students will not be given credit for both MTH 190/PSY 190 and any of the following courses: ECO 190, GOV 190, MTH 241, MTH 245 or SOC 201. Psychology majors have priority for enrollment in PSY 190. Enrollment limited to 40. **(M)** 4 credits
Philip Peake, Fall 2010
David Palmer, Spring 2011
Nicholas Horton, Spring 2011
Offered both semesters each year

192 Introduction to Research Methods

Introduces students to a variety of methods used in psychological research. All sections of this course will cover the basic methodological techniques of contemporary psychology such as observational, experimental and survey methods. Sections will differ in the particular content theme used to illustrate these methods. PSY 111 or equivalent is required for PSY 192 and it

is recommended that students take PSY 190/MTH 190 prior to enrolling in this course. Enrollments limited to 14 per section. **(N)** 4 credits

Benita Jackson, Patricia DiBartolo, Annaliese Beery,
Fall 2010

Beth Powell, Bill Peterson, Fletcher Blanchard,
Spring 2011

A. Brain and Cognition

209/PHI 209 Philosophy and History of Psychology

An examination of the philosophical issues which have troubled psychology as a science, such as determinism and free will, conscious and unconscious processes, the possibility and efficacy of self-knowledge, behaviorism vs. mentalism and the relation of mind and brain.

Prerequisite: at least one 100-level course in philosophy or psychology. **(N)** 4 credits

Jill de Villiers

To be arranged

210 Introduction to Neuroscience

An introduction to the organization and function of the mammalian nervous system. An in depth exploration of the brain using multiple levels of analysis ranging from molecular to cognitive and behavioral approaches. An appreciation of how brain cells interact to orchestrate adaptive responses and experiences will be gained. Seniors require permission of the instructor. This course has no prerequisites. **(N)** 4 credits

Adam Hall

Offered Spring 2011

218 Cognitive Psychology

Theory and research on current topics in cognition, including attention, perception, concept formation, imagery, memory, decision making and intelligence. Prerequisite: 111 or permission of the instructor. **(N)** 4 credits

Maryjane Wraga

Offered Spring 2011

NSC 312 Seminar in Neuroscience

Topic: Biological Rhythms

Molecular, physiological and behavioral studies of circadian and circa-annual rhythms. Prerequisites: NSC 230, a course in statistics, one of: BIO 200, 202 or 230 and permission of the instructor. Enrollment limited to 12. **(N)** 4 credits

Mary Harrington

Offered Spring 2012

313 Seminar in Psycholinguistics

Topic: Language and Thought. The seminar will consider contemporary work on the relationship between language and thought, including the recent rise in "NeoWhorfianism," or cross-cultural work on whether the language we speak influences the way that we think, also the relationship of concepts and linguistic labels, and on the potential role of syntax on conceptions of events. Prerequisites: at least one of: PSY/PHI 213, PHI 236, PSY 233, PSY/PHI 209, PSY 218, PHI 262 or permission of instructor. **(N)** 4 credits

Jill de Villiers

Offered Fall 2010

314 Seminar in Foundations of Behavior

Cognition in Film

This seminar explores the cognitive processes underlying human perception and comprehension of film, the techniques film makers use to capitalize on these processes, as well as the general portrayal of cognition by film makers. We will read and discuss empirical articles and view relevant examples of film. Topics range from change blindness and apparent motion to various depictions of amnesia in 20th century film. Prerequisite: PSY 218 or PSY 219 or permission of the instructor. **(N)** 4 credits

Maryjane Wraga

Offered Spring 2011

Autism Spectrum Disorders

This seminar discusses research on the neuro-cognitive basis of autism spectrum disorders, considering genetic, neuroscientific, psychological and linguistic factors in their etiology and characterization. Topics will include the history of the diagnosis, the incidence of the disorders, cross-cultural conceptions of autism, studies of the underlying neural mechanisms, and the cognition and language of children with ASD. Prerequisites: One of PSY 213, PSY 233, or PSY 253 or permission of the instructor. **(N)** 4 credits

Peter de Villiers

Offered Spring 2012

319 Research Seminar in Biological Rhythms

Design and execution of original research on topics related to the physiology of biological rhythms. Health consequences of disruption in biological rhythms will be explored, with particular emphasis on fatigue and immune system activation. Prerequisites: PSY 190/MTH 190, PSY 192, one of PSY 221 or PSY 225 and permis-

sion of the instructor. Enrollment limited to 12.

{N} 4 credits

Mary Harrington

Offered Fall 2010

B. Health and Physiology of Behavior

FYS 173 Psychology of Oppression and Liberation

Oppression is manifest on many levels, including the structural, interpersonal and intrapsychic. Using the lens of race and ethnicity, this course explores psychological processes linked to internalizing and resisting oppression. The course emphasizes four themes: examining prevailing theories of oppression and liberation; understanding oppression and liberation across intersecting social identities; translating these conceptualizations into measurement for scientific research, and the limits of this; and applying scholarship in this domain to practice. Through focusing on psychological concepts, we consider writings from across the disciplines, including psychology, philosophy, literature, religion, education, cultural studies and medicine. FYS 173 may count towards the completion of a psychology major. Enrollment limited to 16 first-year students. (E) W1 **{S}** 4 credits

Benita Jackson (Psychology)

Not offered 2010–11

ESS 220 Psychology of Sport

An examination of current sport psychology models and theories through a critical examination and analysis of popular sport film. Topics include motivation, team cohesion, leadership, peak performance, anxiety, attention, confidence and psychological skills training. Cultural differences and disability are also addressed. Student performance is evaluated primarily through scholarly writing, oral presentations and a collaborative writing project. PSY 111 is recommended but is not a prerequisite. **{S}** 4 credits

Tim Bacon

Offered Fall 2010

221 Physiology of Behavior

Introduction to brain-behavior relations in humans and other species. An overview of anatomical, neural, hormonal and neurochemical bases of behavior in both normal and clinical cases. Major topics include the biological basis of sexual behavior, sleep, emotions, depression, schizophrenia, autism, ADHD and neurological disorders. Open to entering students. **{N}** 4 credits

Beth Powell

Offered Fall 2010, Fall 2011

222 Psychopharmacology

This course will examine the effects of drugs on the nervous system and associated changes in mood, cognition and behavior. Legal and illegal recreational drugs will be considered, as well as therapeutic agents used to treat psychological illnesses such as depression and schizophrenia. Focus will be on understanding the effects of drugs on synaptic transmission, as well as how neural models might account for tolerance and addiction. The course will also cover issues with social impact such as the effects of drugs on fetal development, the pharmaceutical industry and effective treatments for drug abuse. Prerequisite: 210 or 221 or permission of the instructor. **{N}** 4 credits

Beth Powell

Offered Spring 2011, Spring 2012

224 Learning and Behavior Change: Methods, Theory and Practice

Complex behavior interpreted from a behavioral perspective, supplemented, when possible, with evolutionary and neurophysiological accounts. In the laboratory component of the course, students will shape a chain of responses in a pigeon and will experiment with instructional technology with humans. Enrollment limited to 16. **{N}** 4 credits

David Palmer

Offered Fall 2011

225 Health Psychology

Health psychology is a burgeoning field that examines associations between psychosocial factors and health. This course will provide a broad overview using the basic concepts, theories, methods and applications of health psychology. We will critically examine state-of-the-art research and as well as current gaps in knowledge to explore topics including definitions of health and illness; stress and coping; health behaviors; how the mind influences specific physical health conditions and vice versa; patient-practitioner relations; and health promotion. Emphasis will be placed on the ways psychological factors interact with the social, cultural, economic and environmental contexts of health. **{N/S}** 4 credits

Benita Jackson

Offered Spring 2011

324 Seminar: Society, Psychology and Health

Worldwide disparities in chronic physical health outcomes (such as cancer and asthma) are growing as a function of race/ethnicity, socioeconomic status, gender

and other social categories. To understand these and related issues, we will examine the social distribution of health and illness. We will focus on how environments—social, cultural and physical—shape psychological factors which in turn influence physical health. Emphasis will be placed on critically evaluating and applying primary empirical sources to a social change project targeting the Smith campus and conducted in teams. Prerequisite: PSY 192 or equivalent; or PSY 221, 224 or 225; or permission of the instructor. Enrollment limited to 12. **{N/S}** 4 credits

Benita Jackson

Offered Fall 2010

325 Research Seminar in Health Psychology

Topic: Issues in Mind/Body Medicine. Focusing on the role of psychological processes, we will examine the state of empirical support for various modalities of healing physical health problems across allopathic and complementary/alternative medicine perspectives. Emphasis will be placed on critically evaluating current research and designing appropriate future studies. Recurrent psychological process themes across modalities will be highlighted, e.g., the placebo effect, emotion and the social context of healing. A previous course in health psychology is recommended. Prerequisite: 192 or permission of the instructor. **{N/S}** 4 credits

Benita Jackson

Offered Spring 2012

326 Seminar in Biopsychology

Topic: The Psychological Correlates of Inflammation. Is chronic inflammation linked to depression? Does illness lead to fatigue via immune system activation? Can treatments for psychological problems be developed by a better understanding of psychoneuroimmunology? Students will lead a review of the literature and will develop individual research proposals on topics related to effects of immune system on mental health. Prerequisites: A 200-level course in biopsychology, a 200-level course in biology, a course in statistics and a course in research methods. Enrollment limited to 12 **{N}** 4 credits

Mary E. Harrington

Offered Spring 2011

C. Culture and Development

233 Child Development

A review of theory and research on specific developmental topics: children's understanding of their physical

and social world, pretense and theory of mind, language and reasoning. Viewed from biological, cognitive and cultural perspectives. One observation period to be arranged. **{S/N}** 4 credits

Peter de Villiers

Offered Spring 2012

EDC 238 Educational Psychology

This course combines perspectives on cognition and learning to examine the teaching-learning process in educational settings. In addition to cognitive factors the course will incorporate contextual factors such as classroom structure, teacher belief systems, peer relationships and educational policy. Consideration of the teaching-learning process will highlight subject matter instruction and assessment. Prerequisite: a genuine interest in better understanding teaching and learning. Enrollment limited to 55. **{S/N}** 4 credits

Alan Rudnitsky

To be arranged

241 Psychology of Adolescence and Emerging Adulthood

Exploring adolescents' developing identity, psychosocial and cultural adjustment and their needs for acceptance, autonomy and intimacy in light of the major biological, cognitive and social changes of this phase. Emphasis will be given to cultural concepts in adolescent psychology and development. Prerequisite: PSY 111. **{S/N}** 4 credits

Byron L. Zamboanga

Offered Spring 2011, Spring 2012

243 Adult Development

The study of adult lives from a life-span perspective. In addition to the psychology of aging we will investigate societal influences on aging. Topics include theories of the life-cycle, identity formation, the experience of growing older, personality stability and psychological adjustment to the myths and realities of age. **{S/N}** 4 credits

Bill Peterson

Offered Fall 2010, Fall 2011

246 Colloquium: Psychology of Asian American Experiences

This course involves an intensive exploration of Asian American personal and cultural identities through psychological and literary analyses. What roles do factors like generation, migration, racism, gender and ethnicity play in the formation of identity? Psychologi-

cal readings will be paired with literature to examine how insights from psychologists and creative writers contradict, illuminate and otherwise enliven our understanding of Asian American experiences. Enrollment limited to 18. **{S}** 4 credits

Bill Peterson

Offered Spring 2011, Spring 2012

247 Psychology of the Black Experience

Designed to facilitate an understanding of Afro-American psychological experience. The course critically reviews historical and traditional approaches to the psychological study of Black people and focuses on the themes, models and research currently being generated by psychologists attempting to redefine the study of the Black experience. **{S/N}** 4 credits

Nnamdi Pole

Offered Spring 2011

333 Seminar in Developmental Psychology

Topic: Identity in Psychology, Fiction and Autobiography. How do humans develop a sense of unity and purpose in their lives? This is a fundamental question for theorists of identity, and we will consider it by using psychological theory to interpret fictional and autobiographical accounts of self. Possible texts include works by Erikson, McAdams, Angelou and Ishiguro. Prerequisite: permission of the instructor. Enrollment limited to 12. **{N}** 4 credits

Bill Peterson

Offered Fall 2010, Fall 2011

335 Research Seminar: Drinking Behaviors and Attitudes Toward Alcohol Use Among High School and College Students

An introduction to research techniques through the discussion of current research, design and execution of original research in selected areas such as drinking games, pregameing (i.e., "drinking before drinking"), acculturation and alcohol use, motivations to drink, expectations about the effects of alcohol use, and athletic involvement and drinking behaviors among adolescents and emerging adults. Prerequisites: PSY 190 or MTH 190, 192 and permission of the instructor. **{N}** 4 credits

Byron L. Zamboanga

Offered Spring 2011

342 Seminar: Psychology of Adolescence and Emerging Adulthood Among U.S. Hispanics

Adolescence is a time of dramatic development whereby young people experience multiple changes in their physical, psychological and social worlds. In the U.S., this age period presents adolescents with exciting opportunities for growth, as well as challenges to healthy development. In an attempt to broaden our understanding of developmental and cultural processes during adolescence, this course will examine acculturation, as well as their relevance to psychosocial adjustment among Hispanic adolescents and emerging adults. Prerequisites: PSY 111 and permission of the instructor. Enrollment limited to 12. **(E) {S}** 4 credits

Byron L. Zamboanga

Not offered 2010–11

D. Clinical and Abnormal

EDC 239 Counseling Theory and Education

Study of various theories of counseling and their application to children and adolescents in educational settings. **{S}** 4 credits

Sue Freeman

To be arranged

252 Abnormal Psychology

A study of psychopathology and related issues. Course will cover a broad range of mental and personality disorders. Recent clinical and experimental findings stressed, particularly as they relate to major conceptions of mental illness. Prerequisite: 111. **{N}** 4 credits

Randy Frost

Offered Fall 2010, Fall 2011

253 Child Clinical Psychology

Survey of child psychopathology from a developmental perspective. Course will cover theories of etiology as well as clinical treatment interventions for a range of childhood disorders and difficulties. Prerequisite: 111 and 252 or 233 or permission of the instructor. **{N}** 4 credits

Patricia DiBartolo

Offered Fall 2010, Spring 2012

254 Clinical Psychology

An overview of clinical psychology focusing on the settings, clients and activities of the clinical psychologist. Attention given to the conceptual and methodological issues facing the clinical psychologist, methods of assessment, forms of psychotherapy and evaluation of

the success of psychological interventions. Prerequisite: 111 and 252 or permission of the instructor. **{N}** 4 credits

Randy Frost

Offered Spring 2011

352 Seminar in Advanced Clinical Psychology

Topic: Divorce as Family Transition

Examination of research and clinical knowledge relevant to child and family transitions and adaptation following divorce. We will focus on risk and protective factors with a special focus on children, legal and psychological interventions, and various roles for the mental health professional. Prerequisite: 111 and 252 or 254. Permission of the instructor required. **{N}** 4 credits

Marsha Kline Pruett

Offered Spring 2011

Topic: The Scientific Basis of Adult Psychotherapy

This seminar will provide a guided tour through the scientific literature on psychotherapy. We will begin with a historical overview of the field including a review of the major systems of psychotherapy (psychodynamic, behavioral, cognitive and humanistic). We will then devote some time to developing critical skills for reading the scientific literature. These skills will be nurtured throughout the semester as we move through the major research on psychotherapy "outcome" and "process." Outcome research traditionally asks the question, "Does psychotherapy work?" We will explore the field's current position on that question and demonstrate that it leads naturally to the process question, "How does psychotherapy work?" We will discuss the current literature on this question and gain some "hands-on" experience with psychotherapy process measures. Course readings will be supplemented with videotapes and transcript material from actual psychotherapies. **{N}** 4 credits

Nnamdi Pole

Offered Spring 2011

Topic: Child and Adolescent Anxiety Disorders

Examination of the empirical and theoretical research relevant to anxiety disorders and their associated features in youth. Using a developmental perspective, we will focus on risk factors, theoretical models and methods of assessment and intervention. Prerequisite: 111 and 252 or 253. Permission of the instructor required. **{N}** 4 credits

Patricia Di Bartolo

Offered Spring 2012

354 Seminar in Advanced Abnormal Psychology

Topic: The Meaning of Possessions. A seminar on the role of possessions in people's lives, especially as related to compulsive hoarding, a form of obsessive compulsive disorder. We will study the empirical research, theories of OCD and hoarding behavior, and efforts to develop treatments for this condition. Related constructs such as compulsive buying and acquisition, materialism, kleptomania and psychopathologies of acquisition will also be addressed. Prerequisites: 252 or 254. Permission of the instructor required. **{N}** 4 credits

Randy Frost

Offered Fall 2010, Fall 2011

358 Research Seminar in Clinical Psychology

An introduction to research methods in clinical psychology and psychopathology. Includes discussion of current research as well as design and execution of original research in selected areas such as anxiety disorders, PTSD and depression. Prerequisite: 192 and 252 and permission of the instructor. **{N}** 4 credits

Randy Frost, Spring 2011

Patricia DiBartolo, Fall 2011

Offered Spring 2011, Fall 2011

E. Social, Personality and Gender

265 Political Psychology

This colloquium is concerned with the psychological processes underlying political phenomena. The course is divided into three sections: Leader, Followers and Social Movements. In each of these sections, we will examine how psychological factors influence political behavior, and how political acts affect individual psychology. Enrollment limited to 18. **{S/N}** 4 credits

Lauren Duncan

Offered Spring 2011

266 Psychology of Women and Gender

An exploration of the psychological effects of gender on females and males. We will examine the development of gender roles and stereotypes, and the impact of differences in power within the family, workplace and politics on women's lives and mental health. This course will emphasize how psychologists have conceptualized and studied women and gender, paying attention to empirical examinations of current controversies (e.g., biological versus cultural bases of gender differences). Prerequisite: PSY 111 or SWG 150. **{S/N}** 4 credits

Lauren Duncan

Offered Fall 2010, Fall 2011

269 Colloquium: Categorization and Intergroup Behavior

A broad consideration of the nature of prejudice, stereotypes and intergroup relations from the perspective of social cognition with emphasis on issues of race and ethnicity. We will encounter theories and research concerning the processes of self-and-other categorization, self identity, stereotyping, prejudice and strategies from the reduction of intergroup hostility that these approaches inform. Enrollment limited to 18. **[S/N]** 4 credits

Fletcher Blanchard

Offered Fall 2010, Fall 2011

270 Social Psychology

The study of social behavior considered from a psychological point of view. Topics include interpersonal behavior, intergroup behavior and social cognition. Prerequisite: PSY 111 or PSY 269. **[N]** 4 credits

Fletcher Blanchard

Offered Spring 2012

271 Psychology of Personality

The study of the origin, development, structure and dynamics of personality from a variety of theoretical perspectives. **[N]** 4 credits

Philip Peake

Offered Fall 2010, Fall 2011

PRS 304 Happiness: Buddhist and Psychological Understandings of Personal Well-Being

What is happiness? What is personal well-being? How are they achieved? This course will examine the core ideas of the Buddhist science of mind and how they are being studied and employed by psychologists, neuroscientists, cognitive scientists and psychotherapists. The focus of the course will be the notion of "happiness," its cross-cultural and cross-disciplinary definition as well as the techniques advocated for its achievement by the Buddhist and the psychologist. Prerequisite: PSY 111 or REL 105. Enrollment limited to 15 juniors and seniors. (E) **[S/N]** 4 credits

Philip Peake (Psychology) and Jamie Hubbard (Religion)

Offered Fall 2011

369 Research Seminar on Categorization and Intergroup Behavior

An exploration of methods of inquiry in social psychology with emphasis on experimental approaches to current questions in respect to processes of categorization and social identity and their implications for behavior

among groups. Prerequisites: 192 and either 266, 269, 270, 271. Enrollment limited to 16. **[N]** 4 credits

Fletcher Blanchard

Offered Spring 2011

370 Seminar in Social Psychology

Topic: Social Psychology of Leadership. A survey of contemporary theory and research regarding leadership and the exercise of power in social settings with special attention to approaches that emphasize the interaction of situational and dispositional concerns. Field observations. Prerequisite: 266, 270, 271 or 278. **[S/N]** 4 credits

Fletcher Blanchard

Offered Fall 2011

371 Seminar in Personality

Topic: Well Being. A survey of current psychological research on the factors that contribute to a person's sense of well being. What are the components of happiness? What are the biological, personality and contextual factors that contribute to that happiness? How does a person's sense of well being influence health, relationships and other important life outcomes? Prerequisites: 270 or 271. **[S/N]** 4 credits

Philip Peake

Offered Spring 2011, Spring 2012

374 Psychology of Political Activism

Political psychology is concerned with the psychological processes underlying political phenomena. This seminar focuses on people's motivations to participate in political activism, especially activism around social issues. Readings include theoretical and empirical work from psychology, sociology and political science. We will consider accounts of some large-scale social movements in the U.S. (e.g., Civil Rights Movement, Women's Movement, White Supremacy Movements.) Prerequisite: permission of the instructor. **[S/N]** 4 credits

Lauren Duncan

Offered Spring 2011

375 Research Seminar on Political Psychology

An introduction to research methods in political psychology. Includes discussion of current research as well as design and execution of original research in selected areas such as right-wing authoritarianism, group consciousness and political activism. Prerequisite: PSY 192 or GOV 190 and PSY 266 and permission of the instructor. Enrollment limited to 16. **[N]** 4 credits

Lauren Duncan

Offered Fall 2010, Spring 2011, Spring 2012

E. Advanced Courses

PSY 290/MTH 290 Research Design and Analysis

A survey of statistical methods needed for scientific research, including planning data collection and data analyses that will provide evidence about a research hypothesis. The course can include coverage of analyses of variance, interactions, contrasts, multiple comparisons, multiple regression, factor analysis, causal inference for observational and randomized studies and graphical methods for displaying data. Special attention is given to analysis of data from student projects such as theses and special studies. Statistical software will be used for data analysis. Prerequisites: One of the following: PSY 190/MTH 190, PSY 192, MTH 245 or a score of 4 or 5 on the AP Statistics examination or the equivalent. Enrollment limited to 20. **[M]** 4 credits

David Palmer

Offered Fall 2010, Fall 2011

400 Special Studies

By permission of the instructor, for qualified juniors and seniors. A scholarly project conducted under the supervision of any member of the department.

1 to 4 credits

Offered both semesters each year

The Major

Advisers: Members of the department

Adviser for Study Abroad: Randy Frost

Basis: 111, PSY 190/MTH 190 and 192 or NSC 230.

Each student, with the approval of her major adviser, elects a carefully planned program of course selections designed to meet the following requirements: 10 semester courses including the basis. The basis must be completed before entering the senior year. Competence in the major is demonstrated by sufficient breadth of course selections from the various substantive areas, as well as adequate depth in at least one track. Normally, breadth is achieved by selecting at least one course from four of the five curricular tracks, A–E. Depth is achieved by selecting at least three courses in a substantive track (A–E) or by a constellation of courses from more than one track that represents a focus

important to the student and recognized by the department. Students are strongly advised to work with their major adviser to define their program of study for the major. One course in the track of depth must be a seminar. Although we discourage the use of the S/U option for courses in the major, students are allowed to take one non-basis course S/U. Basis courses must be taken using the regular grading option.

Students are encouraged to attend departmental colloquia.

Students planning careers in academic or professional psychology, social work, personnel work involving guidance or counseling, psychological research or paraprofessional occupations in mental health settings or special education programs should consult their major advisers regarding desirable sequencing of courses.

Information about graduate programs in psychology and allied fields may be obtained from members of the department.

The Minor

Advisers: Members of the department

Requirements: Six semester courses including two of the three courses that comprise the basis for the major, and four additional courses selected from at least two of the five tracks A–E. In addition, one of these four courses must be a seminar.

Honors

Director: Maryjane Wraga

431 Honors Project

8 credits

Offered each Fall

432d Honors Project

12 credits

Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Public Policy

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Director

Donald Baumer, Professor of Government

Lecturer

Paul Newlin, M.A.

Advisers

Randall Bartlett, Professor of Economics

Deborah Haas-Wilson, Professor of Economics

The program in public policy provides students with an opportunity to explore, from a multidisciplinary perspective, both the processes of making social choices and the content of contemporary policy issues. Most courses in the program are intended to serve as interdisciplinary complements to departmental offerings. Likewise, the minor in public policy is designed to be a valuable complement to majors in both the social and the natural sciences.

GOV 207 Politics of Public Policy

A thorough introduction to the study of public policy in the United States. A theoretical overview of the policy process provides the framework for an analysis of several substantive policy areas, to be announced at the beginning of the term. **{S}** 4 credits

Donald Baumer

Offered Fall 2011

IDP 208 Women's Medical Issues

A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion, menopause, depression, eating disorders, nutrition and cardiovascular disease. Social, ethical and political issues will be considered including violence, the media's representation of women and gender bias in health care. An international perspective on women's health will also be considered. **{N}** 4 credits

Leslie Jaffe (Health Services)

Offered Spring 2011

220 Public Policy Analysis

Analysis of the institutions and processes of public policy formation and implementation. Explores models designed to explain policy and also those whose purpose is to "improve" policy. Develops and uses analytical tools of formal policy analysis. Examines the debate over the possible and proper uses of these analytic tools. **{S}** 4 credits

Randall Bartlett (Economics)

Offered Fall 2010

222 Colloquium: U.S. Environmental History and Policy

Students will explore the human-environment relationship and its role in shaping U.S. history as well as informing current environmental regulation and policy. There are no prerequisites. There will be a mid-term report on history as well as an end of the semester project in which the students will work in teams to develop and present an environmental policy. There will be some quizzes, but no final exam. Extensive reading and class participation will be required. Enrollment limited to 20 students. **{H/S}** 4 credits

Paul Newlin

Offered Fall 2010

ECO 224 Environmental Economics

The economic causes of environmental degradation and the role that markets can play in both causing and solving pollution and resource allocation problems. Topics include resource allocation and sustainability, cost-benefit analysis, pollution standards, taxes and permits, public goods and common property resources. Prerequisite: 150. **{S}** 4 credits

Susan Stratton Sayre

Offered Spring 2011

SOC 232 World Population

This course will introduce students to environmental, economic, feminist and nationalist perspectives on population growth and decline. We will examine current population trends and processes (fertility, mortality and migration) and consider the social, political, economic and environmental implications of those trends. The course will also provide an overview of various sources of demographic data as well as basic demographic methods. Cross-listed with environmental science and policy. **[S]** 4 credits

Leslie King

Offered Spring 2012

250 Race and Public Policy in the United States

Explanation of current policy issues regarding race. Topics include voting rights, compensation, public and private education, bilingual education and affirmative action in employment. Recommended background: PPL 220a or a course in American government. **[S]** 4 credits

Randall Bartlett

Offered Fall 2011

GOV 306 Seminar: Politics and the Environment

Topic: Politics and the Environment. An examination of environmental policy making within the federal government, with special emphasis on how Congress deals with environmental policy issues. A variety of substantive policy areas from clean air to toxic waste will be covered. Students will complete research papers on an environmental policy topic of their choice. Prerequisite: a 200-level course in American government. **[S]** 4 credits

Donald Baumer

Offered Spring 2011

EGR 330 Engineering and Global Development

This course examines the engineering and policy issues around global development, with a focus on appropriate and intermediate technologies. Topics include water supply and treatment, sustainable food production, energy systems and other technologies for meeting basic human needs. Students will design and build a prototype for an intermediate technology. Restricted to students with junior standing in engineering or those who have obtained the instructor's permission. Enrollment limited to 12. Offered in alternating years. **(E)**

[N] 4 credits

Donna Riley

Not offered 2010–2011

ECO 343 Seminar: The Economics of Global Climate Change

Because global climate change has the potential to affect every person in every country—with the possibility of catastrophic consequences—it is natural to ask why it is happening, and what can or should be done about it. In this course, we will examine the sources of economic inefficiency causing climate change and study the tradeoffs associated with slowing the process. How do policy options to slow climate change compare with respect to efficiency criteria? How do they affect equity domestically, internationally and intertemporally? In addressing these and other questions which inform the debate on climate change policy, we will also examine the importance of political and strategic considerations, and the rate of technical change. Prerequisites: ECO 190 and ECO 250. **(E)** **[S]** 4 credits

Not offered 2010–11

ECO 351 Seminar: The Economics of Education

Topic: Economics of Higher Education. An exploration of several of the following topics in the economics of higher education: the economic returns to a college education; the additional economic returns to attending an elite college; the determinants of college admissions; the role of SAT scores in determining performance in college; the construction and effects of the *U.S. News* rankings of colleges; peer effects in colleges; and the current (and future) crisis in funding higher education. Throughout the course an emphasis will be placed on empirically testing economic hypotheses using several databases. Prerequisites: 250 and 190. **[S]** 4 credits

Roger Kaufman

Offered Fall 2010

SOC 333 Seminar: Social Justice, the Environment and the Corporation

Over the last century the reach of corporations has gradually extended into all facets of our lives, yet most of us rarely stop to think about the corporation as a social entity. This course will focus on the social, economic and legal foundations that both shape its power and provide a dominant logic for its actions. We will examine the implications of corporate power and processes for communities, workers and the environment. We will also focus on the ways that governments and various social groups have sought to change corporate assumptions and behaviors concerning their social and

environmental responsibilities. Prerequisite: SOC 101.

Enrollment limited to 12 students. (E) 4 credits

Leslie King

Offered Spring 2011

390 Senior Public Policy Workshop

An assessment of current policy controversies undertaken as group projects. Policy recommendations made by groups should be based on both technical advisability and political feasibility. Limited to seniors who are completing the program in public policy or other seniors with permission of the instructor. **(S)** 4 credits

To be announced

Not offered 2010–2011

400 Special Studies

By permission of the director.

Variable credit

Offered both semesters each year

The Minor

Director: Donald Baumer, Professor of Government

Advisers: Randall Bartlett (Economics); Donald Baumer (Government); Deborah Haas-Wilson (Economics)

The minor consists of six courses:

GOV 207 or PPL 220

Any two public policy electives;

Any two courses from departmental offerings that have substantial policy content (to be selected in consultation with a minor adviser); PPL 390 or an alternate selected in consultation with a minor adviser.

Quantitative Courses for Beginning Students

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

The following courses engage students in quantitative analysis. Note, some may have prerequisites.

AST 100 A Survey of the Universe

Discover how the forces of nature shape our understanding of the cosmos. Explore the origin, structure, and evolution of the earth, moons and planets, comets and asteroids, the sun and other stars, star clusters, the Milky Way and other galaxies, clusters of galaxies, and the universe as a whole. Designed for non-science majors. **{N}** 4 credits

Suzan Edwards

Offered Spring 2011

AST 103 Sky II: Telescopes

View the sky with the telescopes of the McConnell Rooftop Observatory, including the moon, the sun, the planets, nebulae and galaxies. Learn to use a telescope on your own, and find out about celestial coordinates and time-keeping systems. Designed for non-science majors. Enrollment limited to 20 students per section. **{N}** 2 credits

James Lowenthal, Meg Thacher

Offered Fall 2010

BIO 110 Introductory Colloquia: Life Sciences for the 21st Century:

Women and Exercise—What Is Really Going On in Our Muscles (Q, R, L)

Muscle is a very plastic tissue and responds to environmental changes and stresses in ways we don't even notice. It atrophies from disuse, hypertrophies from weight lifting, and is constantly changing in response to daily exercise. In this course we will explore the effects of exercise on ourselves. With the aid of vari-

ous microscopies, we will examine different muscle cell types. We will carry out biochemical analyses of metabolites such as glucose and lactate, and enzymes such as creatine kinase and lactate dehydrogenase, to elucidate changes due to exercise. We will also explore some physiological and molecular alterations that help our bodies compensate for new exercise patterns. Enrollment limited to 15. **{N}**

Stylianos Scordilis

Offered Fall 2011

CHM 111 Chemistry I: General Chemistry

The first semester of our core chemistry curriculum introduces the language(s) of chemistry and explores atoms, molecules and their reactions. Topics covered include electronic structures of atoms, structure shape and properties of molecules; reactions and stoichiometry. Enrollment limited to 60 per lecture section, 16 per lab section. **{N}** 5 credits

Members of the department

Laboratory Coordinator: Maria Bickar

Offered Fall 2010, Fall 2011

CHM 118 Advanced General Chemistry

This course is designed for students with a very strong background in chemistry. The elementary theories of stoichiometry, atomic structure, bonding, structure, energetics and reactions will be quickly reviewed. The major portions of the course will involve a detailed analysis of atomic theory and bonding from an orbital concept, an examination of the concepts behind thermodynamic arguments in chemical systems, and an investigation of chemical reactions and kinetics.

The laboratory deals with synthesis, physical properties and kinetics. The course is designed to prepare students

for CHM 222/223 as well as replace both CHM 111 and CHM 224. A student who passes 118 cannot take either 111 or 224. Enrollment limited to 32. **{N}** 5 credits

Robert Linck

Laboratory Coordinator: Heather Shafer

Offered Fall 2010, Fall 2011

ECO 150 Introductory Microeconomics

How and how well do markets work? What should government do in a market economy? How do markets set prices, determine what will be produced, and decide who will get the goods? We consider important economic issues including preserving the environment, free trade, taxation, (de)regulation and poverty. **{S}** 4 credits

Members of the department

Offered both semesters each year

ECO 153 Introductory Macroeconomics

An examination of current macroeconomic policy issues, including the short and long-run effects of budget deficits, the determinants of economic growth, causes and effects of inflation, and the effects of high trade deficits. The course will focus on what, if any, government (monetary and fiscal) policies should be pursued in order to achieve low inflation, full employment, high economic growth and rising real wages. **{S}** 4 credits

Members of the department

Offered both semesters each year

ECO 190 Introduction to Statistics and Econometrics

Summarizing, interpreting and analyzing empirical data. Attention to descriptive statistics and statistical inference. Topics include elementary sampling, probability, sampling distributions, estimation, hypothesis testing and regression. Assignments include use of statistical software and micro computers to analyze labor market and other economic data. Prerequisite: 150 and 153 recommended. **{S/M}** 4 credits

Robert Buchele, Elizabeth Savoca

Offered both semesters each year

EGR 101 Structures and the Built Environment

This course, designed for a general audience, examines the development of large structures (towers, bridges, domes) throughout history with emphasis on the past 200 years. Following the evolution of ideas and materials, it introduces students to the interpretation of significant works from scientific, social and symbolic

perspectives. Examples include the Brooklyn Bridge, the Eiffel Tower and the Big Dig. **{N}** 4 credits

Andrew Guswa

Not offered 2010–11

EGR 102/HSC 211 Ancient Inventions

The dramatic pace of technological change in the twentieth century obscures the surprising fact that most of the discoveries and inventions on which modern societies have been constructed were made in prehistoric times. Ancient inventions tell detailed stories of complex knowledge for which no written records exist. In the first part of the course, we will survey what is known about the technology of daily life in several very ancient societies. In the second part, we will study one important technology, the production of textiles, in detail. During the third part of the course students will work on group projects in the Science Center machine shop, reconstructing an ancient invention of their choice. **{H/N}** 4 credits

Not offered 2010–11

ESS 175 Applied Exercise Science

An experiential course designed to introduce students to applied exercise physiology and kinesiology. Energy expenditure, energy systems, aerobic power, exercise fuels, effort perception, applied anatomy, and training principles are studied using a system of lecture and laboratory sessions. Enrollment limited to 20. **{N}** 2 credits

James Johnson

Offered Fall 2010

ESS 215 Physiology of Exercise

Exercise, sport, and outdoor activities all require energy to perform. The study of these energetic events is the basis of this course. We study how the body adapts to repeated bouts of physical activity and how the body can perform a single event. This course is highly applied. Short lectures accompanied by relevant laboratory experiences are the methodology. Prerequisite: BIO 114, 111 or permission of the instructor. This course also counts toward the major in biology. **{N}** 4 credits

James Johnson

Offered Spring 2011

FYS 136 People and the American City: Visual Display of Complex Information

An introduction to the graphical representation of quantitative ideas. Jane Jacob's classic conception of

the way cities affect people and William H. White's pioneering approach to capturing information about the behavior of people in urban spaces will guide our exploration of the dynamic processes and relationships involving people in cities. Lecture, computing labs, field observation and discussion. Enrollment limited to 16. **Quantitative Skills** 4 credits

Fletcher Blanchard (Psychology)

Not offered 2010–11

GOV 190 Empirical Methods in Political Science

The fundamental problems in summarizing, interpreting and analyzing empirical data. Topics include research design and measurement, descriptive statistics, sampling, significance tests, correlation and regression. Special attention will be paid to survey data and to data analysis using computer software. **{S/M}** 4 credits

Howard Gold

Offered Spring 2011, Spring 2012

MTH 101/QSK 101 Algebra

This course is intended for students who need additional preparation to succeed in courses containing quantitative material. It will provide a supportive environment for learning or reviewing, as well as applying, pre-calculus mathematical skills. Students develop their numerical, statistical and algebraic skills by working with numbers drawn from a variety of current media sources. Enrollment limited to 20. Permission of the instructor required. This course does not carry a Latin Honors **{M}** designation. 4 credits

Catherine McCune

Offered Fall 2010, Spring 2011

MTH 102 Elementary Functions

Linear, polynomial, exponential, logarithmic, and trigonometric functions; graphs, mathematical models and optimization. For students who need additional preparation before taking calculus or quantitative courses in scientific fields, economics, government and sociology. Also recommended for prospective teachers whose precalculus mathematics needs strengthening. **{M}** 4 credits

Mary Murphy

Offered each Fall

MTH 107 Statistical Thinking

An introduction to statistics that teaches broadly relevant concepts. Students from all disciplines are welcome. Topics include graphical and numerical methods for summarizing data; binomial and normal

probability distributions; point and interval estimates for means and for proportions; one- and two-sample tests for means and for proportions; principles of experimental design. The class meets in a computer lab and emphasizes using the computer for analysis of data. Students will design experiments, collect and analyze the data, and write reports on findings. Enrollment limited to 25. Prerequisite: high school algebra.

{M} 4 credits

To be announced

Offered Spring 2011

MTH 111 Calculus I

Rates of change, differential equations and their numerical solution, integration, differentiation, and the fundamental theorem of the calculus. Situations in science and social science in which calculus naturally arises are emphasized. **{M}** 4 credits

Members of the department

Offered both semesters each year

MTH 190/PSY 190 Statistical Methods for Undergraduate Research

An overview of the statistical methods needed for undergraduate research emphasizing methods for data collection, data description, and statistical inference including an introduction to confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data will be discussed. Applications are emphasized, and students use SPSS statistical software for data analysis. This course satisfies the Basis requirement for the Psychology major. Students who have taken MTH 111 or the equivalent should take MTH 245, which also satisfies the Basis requirement. Students will not be given credit for both MTH 190/PSY 190 and any of the following courses: ECO 190, GOV 190, MTH 245 or SOC 201. **{M}** 4 credits

Nicholas Horton, Katherine Halvorsen, David Palmer, Philip Peake

Offered both semesters each year

SOC 201 Evaluating Information

An introduction to statistical and other strategies for summarizing and evaluating sociological data. Topics include descriptive statistics, probability theory, correlation, presentation and assessment of research findings, deduction and induction, error and bias, confidence.

{M} 5 credits

Leslie King

Offered Fall 2010, Fall 2011

SOC 202 Quantitative Research Methods

This course explores both the philosophy and practice of research methods. The first part of the course focuses on the scientific method and positivism as a model for social research and contemporary techniques of this model. Here we will discuss alternative social science paradigms and the relationship between sociological theory and research methods. The second part of the course focuses on the practice of quantitative research methods. Students will design and carry out a research project using survey methodology, along with exercises in additional quantitative methods. Prerequisite: 201.

{S/M} 4 credits

Tina Wildhagen

Offered Spring 2011, Spring 2012

Religion

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

^{**1} Carol G. Zaleski, Ph.D.

^{*1} Peter N. Gregory, Ph.D.

^{*1} Jamie Hubbard, Ph.D. (Professor of Religion and Yehan Numata Professor of Buddhist Studies)

Lois C. Dubin, Ph.D.

Joel S. Kaminsky, Ph.D., *Chair*

² Suleiman Ali Mourad, Ph.D.

Associate Professors

Vera Shevzov, Ph.D.

^{**1} Andy Rotman, Ph.D.

Lecturers

L. Scott Brand, M.Phil.

Steven Heim, M.A.

Andrew Olendski, Ph.D.

Jody Shapiro, Ph.D.

Research Associates

Benjamin Braude, Ph.D.

Philip Zaleski, B.A.

Edward Feld, M.H.L.

100-level courses are open to all students. They are either broad-based introductory courses that address multiple traditions or colloquia that have a more narrow focus and limited enrollments.

200-level courses are specific to a tradition or methodology. These courses are open to all students and do not have prerequisites, unless otherwise indicated.

300-level courses have prerequisites as specified.

A reading knowledge of foreign languages, both modern and classical, is highly desirable and is especially recommended for those students planning to major or minor in religion. For more information on language study, see "Language Courses."

100-Level Courses

Introduction to the Study of Religion

105 An Introduction to World Religions

An exploration of the religious texts and practices of major traditions (Hindu, Buddhist, Chinese, Jewish, Christian, Islamic) as well as those of smaller, more localized communities. Diverse forms of classical and contemporary religious experience and expression are analyzed through texts, rituals and films as well as through fieldwork. Consideration will also be given to the role of religion in the American public sphere and

in current world events. **{H}** 4 credits

Lois Dubin and Carol Zaleski

Offered Fall 2010

108/PHI 108 The Meaning of Life

This course asks the big question, "What is the Meaning of Life?" and explores a range of answers offered by philosophers and religious thinkers from a host of different traditions in different eras of human history. We will explore a variety of forms of philosophical and religious thinking and the ways in which philosophical and religious thinking can be directly relevant to our own lives. **{H/L}** 4 credits

Jay Garfield (Philosophy), Suleiman Mourad

Offered Spring 2011

FYS 169 Women and Religion

An exploration of the roles played by religion in women's private and public lives, as shaped by and expressed in sacred texts, symbols, rituals and institutional structures. Experiences of Christian, Hindu, Jewish, Muslim and Wiccan women facing religious authority and exercising agency. We will consider topics such as feminism and gender in the study of religion; God-talk and goddesses; women's bodies and sexuality; family, motherhood and celibacy; leadership and ordination; critiques of traditions, creative adaptations and new religious movements. Sources will include novels, films, poetry and visual images in addition to scriptural

and religious texts. Enrollment limited to 18. WI **[L/H]**
4 credits
Lois Dubin and Vera Shevzov (Religion)
Offered Spring 2011

200-Level Courses

No prerequisites unless specified.

Religious Studies: Critical and Comparative

200 Colloquium: Approaches to the Study of Religion

Topic: Manufacturing Religion. This course is an introduction to various approaches that have characterized the modern and postmodern critical study of religion. The course explores the development of the field as a whole and its interdisciplinary nature. The first part of the course focuses on approaches found in disciplines such as anthropology, sociology, psychology and phenomenology. The second part examines the application of these approaches to the study of particular religious phenomena. **[H/S]** 4 credits

Andy Rotman

Offered Fall 2010

205 Philosophy of Religion

Classic and contemporary discussions of the existence of God, the problem of evil, faith and reason, life after death, mysticism and religious experience. Readings from Plato, Anselm, Aquinas, Hume, Kant, Kierkegaard, William James and others. **[H]** 4 credits

Carol Zaleski

Offered Fall 2010

Biblical Literature

Students interested in Biblical Literature are best served by beginning their course of study with either Introduction to the Bible I (Rel 210) or Introduction to the Bible II (Rel 215) before proceeding to more specialized 200-level courses or seminars within this area. Rel 210 and 215 are general introductions to the critical study of the Bible and are open to all students including first-years.

210 Introduction to the Bible I

The Hebrew Scriptures (Tanakh/Old Testament). A survey of the Hebrew Bible and its historical and cultural

context. Critical reading and discussion of its narrative and legal components as well as an introduction to the prophetic corpus and selections from the wisdom literature. **[H/L]** 4 credits

Joel Kaminsky

Offered Fall 2010

215 Introduction to the Bible II

The literature of the New Testament in Jewish and Greco-Roman context. This course will emphasize literary genre, images of gender and social hierarchy, and continuity with and distinction from Greco-Roman Jewish texts. Enrollment limited to 25. **[H/L]** 4 credits

L. Scott Brand

Offered Spring 2011

Jewish Traditions

223 The Modern Jewish Experience

A thematic survey of Jewish history and thought from the 16th century to the present, examining Jews as a minority in modern Europe and in global diaspora. We will examine changing dynamics of integration and exclusion of Jews in various societies as well as diverse forms of Jewish religion, culture and identity among Sefardic, Ashkenazic and Mizrahi Jews. Readings include major philosophic, mystical and political works in addition to primary sources on the lives of Jewish women and men, families and communities and messianic and popular movements. We will pay attention throughout to tensions between assimilation and cohesion; tradition and renewal; and history and memory.

[H] 4 credits

Lois Dubin

Offered Fall 2010

REL 225/ JUD 225 Jewish Civilization

A grand sweep of core narratives and beliefs that have animated Jews and Judaism from antiquity to the present. Readings from the classical library of Jewish culture (Bible, Talmud, midrash, Passover Haggadah, mystical and philosophical works, Hasidic tales) and from modern Jewish literature, thought and popular culture. Focuses on dynamics of religious, cultural and national reinvention at specific moments and places in Jewish history. **[H/L]** 4 credits

Joel Kaminsky

Offered Spring 2011

Christian Traditions

230 Jesus

"Who do you say that I am?" Reportedly posed by Jesus to his disciples, this question remained no less relevant to future generations of his followers as well as their detractors, and it continues to challenge views of Christianity's Christ to this day. This course examines some of the most prominent texts, images and films that have informed understandings of Jesus over the past two millennia and have contributed to making Jesus one of the most well-known yet controversial figures in history. **{H/L}** 4 credits

Vera Shevzov

Offered Spring 2011

231 The Making of Christianity

The formation of Christian thought and the varieties of Christian experience from early through medieval Christian times. Christian images and writings from Palestine and Syria, the Egyptian desert, the Mediterranean, Northern Europe, Africa and Asia. Topics include the Bible and its interpreters; God, Christ and humanity; martyrs, monks and missionaries. Liturgical, devotional, mystical and theological texts; art, music and film. (E) **{H/L}** 4 credits

Vera Shevzov

Offered Fall 2010

238 Mary: Images and Cults

Whether revered as the Birth-Giver of God or remembered as a simple Jewish woman, Mary has both inspired and challenged generations of Christian women and men. This course focuses on key developments in the "history of Mary" since Christian times to the present. How has her image shaped Christianity? What does her image in any given age tell us about personal and collective Christian identity? Topics include Mary's "life"; rise of the Marian cult; differences among Protestant, Catholic and Orthodox Christians; apparitions (e.g., Guadalupe and Lourdes); miracle-working icons; Mary, liberation and feminism. Liturgical, devotional and theological texts, art and film. Enrollment limited to 35. **{H}** 4 credits

Vera Shevzov

Offered Fall 2010

Islamic Traditions

245 The Islamic Tradition

The Islamic religious tradition from its beginnings in 7th century Arabia through the present day, with particular emphasis on the formative period (A.D. 600–1000) and on modern efforts at reinterpretation. Topics include Muhammad and the Qur'an, prophetic tradition, sacred Law, ritual, sectarianism, mysticism, dogmatic theology and popular practices. Emphasis on the ways Muslims in different times and places have constructed and reconstructed the tradition for themselves. **{H}** 4 credits

Suleiman Mourad

Offered Fall 2010

Buddhist Traditions

263 Zen

"When you meet the Buddha, kill the Buddha." Sayings such as this are often found in Zen koan, one of the main forms of Zen instruction. By examining the origin, development and use of koan in the Zen tradition, this course will explore the ways in which koan express major teachings of the tradition. Enrollment limited to 30 students. **{H}** 4 credits

Peter N. Gregory

Offered Spring 2011

264 Buddhist Meditation

This course will explore classical and contemporary forms of Buddhist meditation theory and practice. It will examine both classical formulations and contemporary expositions with an eye to seeing how the theory and practice of Buddhist meditation are being adapted to fit the needs of people today. Enrollment limited to 25. **{H}** 4 credits

Peter N. Gregory

Offered Spring 2011

274 The Buddha: His Life and Teachings

Few have had as much impact upon the world as Siddhartha Gotama Shakyamuni, known to us as the Buddha. Who was he, what sort of world did he inhabit, and what works did he leave behind? These are some of the questions that this course addresses. Beginning with challenges of interpretation and literary sources, the course offers an examination of the Buddha behind the many layers of legend and myth. It explores the major discourses which lay out his life, thought and teachings

in their historical context, the changes they undergo over 2,500 years of tradition, and their continuous relevance. Enrollment limited to 35. (E) **{H}** 4 credits

Andrew Olendzki

Offered Fall 2010

South Asian Traditions

281 Yoga Traditions

This course engages the philosophies and practices of yoga in ancient South Asian religious to modern global secular forms. Yoga entails training in postural, respiratory and contemplative techniques for well-being. Yogic techniques are central to religions of ancient South Asian origin, wherein yoga is a means to such varied goals as knowing the true self, experiencing nirvana, meeting god, making good karma and curing ailments. We will examine the roots of yogic practice in the Vedas, the Bhagavadgita, and its flowering in subsequent highly pluralistic world of yogas, including Patanjali, Hatha yoga, tantra, gurus, low impact exercise and stress management. Enrollment limited to 35. (E) **{H}** 4 credits

Steven Heim

Offered Spring 2011

282 Violence and Nonviolence in Religious Traditions of South Asia

How is violence legitimized and what is its legacy for both perpetrator and victim? When are war and sacrifice not murder? What are the political implications of a nonviolent morality? This course considers the rhetoric and phenomena of violence and nonviolence in a variety of religious traditions in South Asia, both modern and premodern. Particular emphasis is placed on the ethical and social consequences of these practices, and the politics of the discourse that surrounds them. Texts and films concerning Hinduism, Buddhism, Jainism, Sikhism, Christianity and Islam. **{H}** 4 credits

Andy Rotman

Offered Fall 2010

Religion in the Americas

289 Neo-Paganism, Goddess Spirituality and the New Age

The American religious scene is always in motion. In the present cultural moment, the cluster of religious impulses that find their expression in Goddess spiritu-

ality, the New Age and Neo-Paganism are distinctively vibrant, contentious and moving into the mainstream. With a strong grounding in history and ethnography, this course will explore the nature and evolution of these increasingly influential religious movements from their 19th-century origins through today. Special attention to their relationship with feminism and gender construction, and role in the popular imagination and national religious arena. Students are encouraged to have some background in religious studies, sociology or anthropology. Enrollment limited to 35. (E) **{H}** 4 credits

Jody Shapiro

Offered Fall 2010

300-Level Courses

Prerequisites as specified.

PRS 315 Shaping Religious Identities in the Middle East: Islam and the Others

How are Muslim identities in the Middle East formed and sustained? How are they changed and redefined? How have Muslims interacted with the Jewish and Christian religious cultures that surrounded them from the birth of Islam until today? Informed by these questions, this seminar focuses on the development of Muslims' religious, historical, cultural, and political identity and expression in the Middle East as reflective of a process of exposure and contact with Jews and Christians, their religious 'others.' It is open to students with some knowledge of the region seeking to understand the complex and diverse nature of Islam. Prerequisite: GOV 224 or REL 245 or the equivalent. Enrollment limited to 15 juniors and seniors. (E)

{L/H/S} 4 credits

Donna Robinson Divine (Government) and Suleiman Mourad (Religion)

Offered Spring 2011

310 Seminar: Hebrew Bible

Topic: The Book of Judges. Close critical study of the sixth book in the Hebrew Bible, with a focus on what Judges reveals about ancient Israel's views on violence, politics, religion and gender. Judges is set in the pre-monarchic period and features many stories with prominent women including Deborah the prophetess, Jael who cuts off Sisera's head, Jephthah's daughter

who was sacrificed by her father and Delilah the seductress. Enrollment limited to 12. **(H/L)** 4 credits

Joel Kaminsky

Offered Spring 2011

320 Seminar: Jewish Religion and Culture

Topic: Jewish Women's History. An exploration of Jewish women's changing social roles, religious stances and cultural expressions in a variety of historical settings from ancient to modern times. How did Jewish women negotiate religious tradition, gender and cultural norms to fashion lives for themselves as individuals and as family and community members in diverse societies? Readings from a wide range of historical, religious, theoretical, and literary works in order to address examples drawn from Biblical and rabbinic Judaism, medieval Islamic and Christian lands, modern Europe, America and the Middle East. Enrollment limited to 12. **{H}** 4 credits

Lois Dubin

Offered Spring 2011

400 Special Studies

By permission of the department, normally for senior majors who have had four semester courses above the introductory level.

2 to 4 credits

Offered both semesters each year

408d Special Studies

By permission of the department, normally for senior majors who have had four semester courses above the introductory level.

8 credits

Full-year course; Offered each year

Language Courses

Students who take an introductory course in an ancient or modern language and who complete an advanced course in religious texts of that language (e.g. REL 295, 296, 297 and Special Studies) will receive up to two course credits toward the Religion major for the introductory course in addition to the credit received for the advanced course (counted in courses 7–10). Students interested in pursuing courses at an advanced level in a particular language should contact the appropriate department member or their adviser directly.

Students may receive up to one course credit toward the major for the study of a language related to their area of concentration, with that course counted as an elective outside the department (courses 11–12).

The Major

Advisers: Lois Dubin, Peter N. Gregory, Jamie Hubbard, Joel Kaminsky, Suleiman Mourad, Andy Rotman, Vera Shevzov, Carol Zaleski

Adviser for Study Abroad: Peter Gregory

Requirements for Majors

12 semester courses are required. Courses counting toward the major may not be taken S/U.

Breadth (Courses 1–4)

A student will normally take four 200-level courses in the religion department choosing one each from four of the following six categories: (i) Biblical Literature; (ii) Jewish Traditions; (iii) Christian Traditions; (iv) Islamic Traditions; (v) Buddhist Traditions; (vi) South Asian Traditions. In fulfilling this requirement, a student may not count more than two courses in Biblical Literature, Jewish Traditions and Christian Traditions. A student may also count one of the broad-based departmental introductory courses (e.g., REL 105, REL 108) in place of one of these four courses.

Colloquium (Course 5)

A student will take Approaches to the Study of Religion (REL 200).

Seminar (Course 6)

A student will take a seminar in the religion department.

Depth (Courses 7–8 or 7–9)

A student will take three related courses, defined by religious tradition, geographical area, discipline or theme. Examples of possible concentrations are Bible and its subsequent interpretations, philosophy of religion, women and gender, religion and politics, religion and the arts, ritual studies and religion in America. In most cases, this will involve adding two more courses to one already counted, though in some cases, it may

involve three courses independent of those counted above. In short, no more than one course from courses 1–6 can be counted toward this requirement. A student will define her concentration in consultation with her adviser, and then submit it to the departmental curriculum committee. A student may count any departmental course toward this requirement, but no more than one 100-level course. A student may also count one course taken outside the department toward this requirement.

Electives (Courses 9–12 or 10–12)

A student will take three or four additional Religion courses to complete the twelve courses for the major. If no course outside the religion department has been used to count toward the depth requirement, a student may take two relevant courses outside the department as electives. If one outside course has been used to count toward the depth requirement, only one outside course may be taken as an elective. These courses are to be determined in consultation with the student's adviser.

Students should check current offerings by other programs and departments. Examples include:

- ARH 212 Ancient Cities and Sanctuaries
- ARH 352 Studies in Art History
- CLS 227 Classical Mythology
- GOV 224 Islam and Politics in the Middle East
- GOV 323 Warring for Heaven and Earth: Jewish and Muslim Political Activism in the Middle East
- JUD 258 American Jewish Literature
- MUS 220 Topics in World Music—Popular Music in the Islamic World
- PHI 124 History of Ancient and Medieval Philosophy
Language course related to concentration

Breadth (Courses 1–3)

A student will normally take three 200-level courses, choosing one each from three of the following six categories: (i) Biblical Literature; (ii) Jewish Traditions; (iii) Christian Traditions; (iv) Islamic Traditions; (v) Buddhist Traditions; (vi) South Asian Traditions. In fulfilling this requirement, a student may not count more than two courses in Biblical Literature, Jewish Traditions and Christian Traditions.

Electives (Courses 4–5)

A student will take two additional courses of her choice in the religion department.

Honors

Director: Suleiman Mourad

430d Honors Project

8 credits

Full-year course; Offered each year

431 Honors Project

8 credits

Offered each Fall

The religion department encourages majors to apply to the departmental honors program and engage in a significant research project of their own design. Students in the honors program develop, research, write and defend a thesis in close consultation with a faculty mentor. For further details please contact the director of honors.

The Minor

Advisers: Same as for the major

Requirements for Minors

Five semester courses are required. Courses counting toward the minor may not be taken S/U. No course may be counted twice toward the fulfillment of the requirements.

Russian Language and Literature

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

Maria Nemcová Banerjee, Ph.D.

Alexander Woronzoff-Dashkoff, Ph.D., *Chair*

Senior Lecturer

Catherine Woronzoff-Dashkoff, A.B.

A. Language

Credit is not granted for the first semester only of an introductory language course.

100y Elementary Russian

Four class hours and laboratory. {F} 10 credits

Catherine Woronzoff-Dashkoff

Full year course; Offered each year

220y Intermediate Russian

General grammar review. Selections from Russian texts, not exclusively literary. Prerequisite: 100y or the equivalent. {F} 8 credits

Alexander Woronzoff-Dashkoff

Full year course; Offered each year

331 Advanced Russian

Readings and discussion of texts taken from classical and Soviet literature, as well as current journals. Intensive practice in writing. Prerequisite: 220 or permission of the instructor. {F} 4 credits

Catherine Woronzoff-Dashkoff

Offered Fall 2010

332 Advanced Russian

A continuation of 331. Extensive translation of current material from Russian to English, and intensive practice in writing. Prerequisite: 331. {F} 4 credits

Catherine Woronzoff-Dashkoff

Offered Spring 2011

338 Seminar in Language and Literature

Advanced study of a major Russian literary text. {L/F} 4 credits

Topic: Mikhail Bulgakov's Master and Margarita

Discussion, conversation, oral reports, papers. Prerequisite: 332 or permission of the instructor. {L/F} 4 credits
Not offered 2010–11

Topic: Anna Karenina

Discussion, conversation, oral reports, papers. Prerequisite: 332 or permission of the instructor.

Catherine Woronzoff-Dashkoff

Offered Spring 2011

B. Literature

126 Readings in 19th-Century Russian Literature

Topic: Alienation and the Search for Identity. A study of the individual's struggle for self-definition in society: from the superfluous man, through the underground man, to the role of women. Emphasis on the social, political, and ideological context of the works considered. Authors treated include Pushkin, Lermontov, Gogol, Goncharov, Turgenev, Tolstoy, Dostoevsky, and Chekhov. In translation. {L} 4 credits

Alexander Woronzoff-Dashkoff

Not offered in 2010–11

127 Readings in 20th-Century Russian Literature

Topic: Literature and Revolution. The theme of revolution as a central concern of Soviet literature. Authors treated include Gorky, Bely, Blok, Mayakovsky, Pilnyak, Zamiatin, Gladkov, Babel, Sholokhov, Pasternak, Solzhenitsyn. In translation. {L} 4 credits

Alexander Woronzoff-Dashkoff

Offered Spring 2011

235 Dostoevsky

A close reading of all the major literary works by Dostoevsky, with special attention to the philosophical, religious, and political issues that inform Dostoevsky's search for a definition of Russia's spiritual and cultural identity. In translation. **{L}** 4 credits

Maria Banerjee

Offered Spring 2011

237 The Heroine in Russian Literature from *The Primary Chronicle* to Turgenev's *On the Eve*

Examination of the changing portrayal of the exemplary female identity and destiny and the attendant literary conventions in some of the major texts of the following periods: medieval (Kievan and Muscovite), classical (18th century), and the age of romantic realism. In translation. **{L}** WI 4 credits

Not offered in 2010–11

239 Major Russian Writers

Russia Between East and West

The course examines the riddle of Russia's identity and destiny as it appears in the distorting mirror of Gogol's *Dead Souls* and in Tolstoy's *War and Peace*. The underlying debate between the Westernizers and Slavophiles will be illustrated by polemical writings of Chaadaev, Aksakov, Herzen and Dostoevsky. In the 20th century the arguments are reshaped in the crucible of the Revolution, as exemplified in the Berdiaev's *The Origins of Russian Communism* and Trotsky's *Period and Revolution*. Readings from the Soviet period will include literary texts by Solzhenitsyn and philosophical reflections by dissident thinkers from Russia and Eastern Europe. 4 credits

Maria Banerjee

Offered Fall 2010

Women's Memoirs and Autobiographical Writings in Russia

A study of Russian culture, history and literature through outstanding examples of women's autobiographical writings from the 18th to the 20th centuries. The course will focus on issues of gender, class, race, and disguise, among others. Authors to include Catherine II, Ekaterina Dashkova, Nadezhda Durova, Marina Tsvetaeva, Anna Akhmatova, Evgeniia Ginzburg, and Yelena Khanga. **{L}** 4 credits

Alexander Woronzoff-Dashkoff

Not offered 2010–11

240 Russian Culture, Literature, and Art

This integrating course is an introduction to Russian culture from medieval times to the Russian Revolution. Russian religious culture, painting, music, architecture, the folk tradition, and socio-political movements will be studied in conjunction with historical and literary texts. Readings will include the ancient historical chronicles, the lives of early Russian saints, and medieval tales, along with the poems and short prose works of such classic Russian authors as Pushkin, Gogol, Turgenev, Tolstoy, Dostoevsky, and Blok. For those students planning to study in Russia, the course offers many valuable insights into the life and attitudes of Russian citizens today. Class discussions will be supplemented by frequent video, Internet, and musical presentations, as well as other computer-based activities. **{L}** 4 credits

Alexander Woronzoff-Dashkoff

Offered Fall 2010

340 Seminar in Russian Thought

Topic: A Double Vision: Heroine/Victim. We shall examine how the iconic status of woman as moral redeemer and social path breaker is shadowed by a darker view of female self and sexuality in some representative works by male authors of the Russian 19th century. The primary texts are Pushkin's Eugene Onegin, Turgenev's *On The Eve*, Chernyshevsky's *What Is To Be Done?*, Dostoevsky's *A Gentle Spirit* and Tolstoy's *The Kreutzer Sonata*. These novelistic narratives will be supplemented with theoretical essays by Belinsky, J.S. Mill, Schopenhauer and Vladimir Soloviev. **{F/L}** 4 credits

Maria Banerjee

Offered Fall 2010

Cross-Listed Courses

CLT 203/ENG 203 Western Classics in Translation, from Chrétien de Troyes to Tolstoy

Chrétien de Troyes's *Yvain*; Shakespeare's *Antony and Cleopatra*; Cervantes's *Don Quixote*; Lafayette's *The Princesse of Clèves*; Goethe's *Faust*; Tolstoy's *War and Peace*. Prerequisite: CLT 202/ENG 202. **{L}** WI 4 credits

Maria Banerjee, William Oram

Offered Spring 2011

CLT 305 The Philosophical Novel

This course charts the evolution of the theme of reason and its limits in the European novel of the modern era. Beginning with an examination of humanist assumptions about the value of reason in Rabelais, the course will focus on the Central European novel of the 20th century, the age of "terminal paradoxes." Texts will include Dostoevsky's *Notes From the Underground*, Kafka's *The Trial*, Musil's *Man Without Qualities*, and Kundera's *The Joke*, *The Farewell Party*, and *The Unbearable Lightness of Being*.

Maria Banerjee

Not offered 2010–11

404 Special Studies

By permission of the department, for majors who have had four semester courses above the introductory level. 4 credits

Offered both semesters each year

408d Special Studies

By permission of the department, for majors who have had four semester courses above the introductory level. 8 credits

Full-year course; Offered each year

The Majors

Adviser for Study Abroad: Alexander Woronzoff-Dashkoff.

Courses Elsewhere

Courses in the Five-College consortium, on approved programs abroad, or at other institutions may count toward the major. A student's petition to count such a course must be approved by the major adviser and the department of Russian. Normally, at least six of the courses toward the major shall be taken at Smith College.

Russian Literature

Advisers: Members of the department

Basis: 220y, 126 and 127

Required courses: 331 and 332 and one semester of 338 and two of the following: 234, 235, 236, 237, 238, 239, 240, CLT 223, CLT 305, CLT 203

One required seminar: 340, 346, HST 340, REL 335

Strongly recommended: HST 239, HST 245, HST 247, and REL 236

Russian Civilization

Advisers: Members of the department

Basis: 220y

Required courses: 331 and 332 and two of the following: 126, 127, 234, 235, 237, 238, 239, CLT 223, CLT 305, CLT 203 and three of the following: 240, ECO 209, GOV 223, HST 239, HST 240, HST 245, HST 247, REL 236

One required seminar: 340, 346, ECO 309, HST 340, REL 335

Strongly recommended: 338

Honors

Director: Maria Nemcová Banerjee

431 Honors Project

8 credits

Full-year course; Offered each year

Russian Literature or Russian Civilization

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Science Courses for Beginning Students

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Introductory science courses that serve as the basis of the major usually are numbered 111 (and 112 if they continue into a second semester), except in biology, which has a three semester core series (BIO 150-155) and neuroscience courses within Psychology (PSY 210, 211). Physics offers basis courses for students with differing backgrounds. Hence, after consulting with a faculty member, beginning students may choose between two physics courses PHY 115 and 117. Students with AP credit should consult with individual departments about advanced placement.

Of the following courses, most have no prerequisites. Read the course descriptions for complete information.

- | | | | |
|---------|--|---------|---|
| AST 100 | A Survey of the Universe | CHM 111 | Chemistry I: General Chemistry |
| AST 102 | Sky I: Time | CSC 102 | How the Internet Works |
| AST 103 | Sky II: Telescopes | CSC 103 | How Computer Work |
| AST 111 | Introduction to Astronomy | CSC 104 | Issues in Artificial Intelligence |
| AST 113 | Telescopes and Techniques | CSC 105 | Interactive Web Documents |
| AST 215 | History of Astronomy | CSC 111 | Computer Science I |
| BIO 101 | Modern Biology for the Concerned Citizen | CSC 112 | Computer Science II |
| BIO 103 | Economic Botany: Plants and Human Affairs | ESS 175 | Applied Exercise Science |
| BIO 110 | Introductory Colloquia: Life Sciences for the 21st Century | GEO 104 | Global Climate Change: Exploring the Past, the Present and Options for the Future |
| BIO 120 | Horticulture: Landscape Plants and Issues | GEO 105 | Natural Disasters |
| BIO 121 | Horticulture: Landscape Plants and Issues Laboratory | GEO 106 | Extraordinary Events in the History of Earth, Life and Climate |
| BIO 122 | Horticulture | GEO 108 | Oceanography: An Introduction to the Marine Environment |
| BIO 123 | Horticulture Laboratory | GEO 109 | The Environment |
| BIO 150 | Cells, Physiology and Development | GEO 111 | Introduction to Earth Processes and History |
| BIO 151 | Cells, Physiology and Development Laboratory | FYS 134 | Geology in the Field |
| BIO 152 | Genetics, Genomics and Evolution | IDP 208 | Women's Medical Issues |
| BIO 153 | Genetics, Genomics and Evolution Laboratory | MTH 102 | Elementary Functions |
| BIO 154 | Biodiversity, Ecology and Conservation | MTH 105 | Discovering Mathematics (Spring) |
| BIO 155 | Biodiversity, Ecology and Conservation Laboratory | MTH 107 | Statistical Thinking |
| CHM 100 | Perspectives in Chemistry | MTH 111 | Calculus I |
| CHM 108 | Environmental Chemistry | MTH 190 | Statistical Methods for Undergraduate Research |
| | | PHY 100 | Solar Energy and Sustainability |
| | | PHY 105 | Principles of Physics: Seven Ideas that Shook the Universe |
| | | PHY 106 | The Cosmic Onion: From Quantum World to the Universe |
| | | PHY 107 | Musical Sound |
| | | PHY 108 | Optics Is Light Work |
| | | PHY 115 | General Physics |
| | | PHY 117 | Advanced General Physics I |
| | | PHY 118 | General Physics II |
| | | PHY 201 | Renewable and Non-Renewable Energy: Science and Implications |
| | | PSY 111 | Introduction to Psychology |

Sociology

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

Richard Fantasia, Ph.D.

^{††} Nancy Whittier, Ph.D.

Associate Professors

^{‡‡} Marc Steinberg, Ph.D.

^{††} Ginetta Candelario, Ph.D. (Sociology and Latin American Studies)

Leslie King, Ph.D., *Chair*

Assistant Professors

Eeva Sointu, Ph.D.

^{‡‡} Tina Wildhagen, Ph.D.

Payal Banerjee, Ph.D.

Lecturers

Joshua Carreiro

Vanessa Adel

The prerequisite for all sociology courses is 101 or permission of the instructor. All 300-level courses require the permission of the instructor.

101 Introduction to Sociology

For first-year students and sophomores; juniors and seniors with permission of the course director. Perspectives on society, culture and social interaction. Topics include the self, emotions, culture, community, class, ethnicity, family, sex roles, deviance and economy. Colloquium format. **{S}** 4 credits

Payal Banerjee, Vanessa Adel, To be announced, Fall 2010

Marc Steinberg, Joshua Carreiro, Spring 2011

Offered both semesters each year

201 Evaluating Information

An introduction to statistical and other strategies for summarizing and evaluating sociological data. Topics include descriptive statistics, probability theory, correlation, presentation and assessment of research findings, deduction and induction, error and bias, confidence.

Enrollment limited to 40. **{M}** 5 credits

Leslie King

Offered each Fall

202 Quantitative Research Methods

This course explores both the philosophy and practice of research methods. The first part of the course focuses on the scientific method and positivism as a model for

social research and contemporary techniques of this model. Here we will discuss alternative social science paradigms and the relationship between sociological theory and research methods. The second part of the course focuses on the practice of quantitative research methods. Students will design and carry out a research project using survey methodology, along with exercises in additional quantitative methods. Prerequisite: 201.

{S/M} 4 credits

Tina Wildhagen

Offered Spring 2011, Spring 2012

203 Qualitative Methods

This course offers a basic explanation of qualitative research methods with a focus on the practical elements of ethnographic analysis. Organized in a workshop format, it includes research design, the art of observation, interviewing techniques, the analysis of visual data and multi-method approaches. The relationship between theory and practice and the necessity of ethical considerations in sociological research will be stressed throughout. Prerequisite: 201. **{S}** 4 credits

Eeva Sointu

Offered each Spring

212 Class and Society

An introduction to classical and contemporary approaches to class relations, status and social inequality. Topics include Marxian and Weberian analysis, social mobility, class consciousness, class reproduction and

the place of race and gender in the class order. Enrollment limited to 35. **[S]** 4 credits

Richard Fantasia

Offered Spring 2011

213 Ethnic Minorities in America

The sociology of a multiracial and ethnically diverse society. Comparative examinations of several American groups and subcultures. Enrollment limited to 35. **[S]** 4 credits

Vanessa Adel, Spring 2011

Ginetta Candelario, Spring 2012

Offered Spring 2011, Spring 2012

216 Social Movements

This course provides an in-depth examination of major sociological theories of collective action and social movements. Emphasis will be placed on the analysis of social movement dynamics including recruitment and mobilization, strategies and tactic and movement outcomes. The empirical emphasis will be on modern American social movements including student protest, feminist, civil rights and sexual identity movements. Enrollment limited to 35. **[S]** 4 credits

Marc Steinberg

Offered Spring 2011

217 Work and Social Change

This course ranges across a variety of historical and cultural contexts and institutional settings to consider the social organization of work. With particular attention to questions of authority, conflict and discrimination in the workplace, the course will examine such issues as the transformation from an industrial to post-industrial economy and workplace, the rise of service-based employment, work and the self, workplace inequality based on race, class, ethnicity and gender, immigration and employment and workplace resistance and change. Enrollment limited to 35. **[S]** 4 credits

Joshua Carreiro

Offered Fall 2010

218 Urban Sociology

A study of the sociological dimensions of urban life. Main areas of inquiry: the processes of urban change; the city as a locus of various social relationships and cultural forms; urban poverty and social conflict; homelessness; and strategies for urban revitalization. Enrollment limited to 35. **[S]** 4 credits

Richard Fantasia

Offered Fall 2010

219 Medical Sociology

This course analyzes—and at times challenges—the ways in which we understand health, illness and medicine. The course is divided in roughly three parts: first dealing with definitions and representations of health and illness, the second with the significance and impact of biomedical dominance, and the third with the intersections of health, illness and medicine with gender, race, social class and sexual orientation. The course encourages you to ask questions about the power exercised by various medical practitioners, and about the ways in which understandings of health and illness are not neither natural nor neutral, but invested with culturally and historically specific meanings. Enrollment limited to 35. Prerequisite: SOC 101. **[S]** 4 credits

Eva Somtu

Offered Fall 2010, Fall 2011

224 Sociology of the Family

This course will examine social structures and meanings that shape contemporary family life. Students will look at the ways that race, class and gender shape the ways that family is organized and experienced. Topics include the social construction of family, family care networks, parenthood, family policy, globalization and work. Prerequisite SOC 101. Enrollment limited to 35. **[S]** 4 credits

Vanessa Adel

Offered Fall 2010

226 Sociological Perspectives on Power and Privilege in American Education

This course examines the institution of education from a sociological perspective, exploring issues of power and privilege, relationships between education and other social institutions, and the varying purposes of education in society. A recurring theme throughout the course is meritocracy. We will consider how merit is defined in education, factors that affect who succeeds in the educational system, and whether meritocratic education is a viable goal. Course readings include current empirical research in the sociology of education and both classical and contemporary sociological theories of education. Prerequisite: SOC 101. Enrollment limited to 35. **[S]** 4 credits

Tina Wildbagen

Offered Fall 2010

229 Sex and Gender in American Society

An examination of the ways in which the social system creates, maintains and reproduces gender dichotomies

with specific attention to the significance of gender in interaction, culture and a number of institutional contexts, including work, politics, families and sexuality.

Enrollment limited to 35. **[S]** 4 credits

To be announced, Spring 2011

Nancy Whittier, Spring 2012

Offered Spring 2011. Spring 2012

233 Environment and Society

This class will explore the relationship between people and their natural environments. Using sociological theories, we will examine how environmental issues are constructed and how they are contested. In examining a series of particular environmental problems, we will consider how social, political and economic structures are related to environmental degradation. Enrollment limited to 35. **[S]** 4 credits

Leslie King

Offered Spring 2011

236 Beyond Borders: The New Global Political Economy

This course will introduce students to the basic concepts and theories in global political economy. It will cover the history of economic restructuring, global division of labor, development, North–South state relations and modes of resistance from a transnational and feminist perspective. Issues central to migration, borders and security, health and the environment will be central to the course. Prerequisite: SOC 101. Enrollment limited to 35. **[S]** 4 credits

Payal Banerjee

Offered Fall 2010

237 Gender and Globalization: Culture, Power and Trade

This 200-level course will engage with the various dimensions of globalization through the lens of gender, race and class relations. We will study how gender and race intersect in global manufacturing and supply chains as well as in the transnational politics of representation and access in global media, culture, consumption, fashion, food, water, war and dissenting voices. Prerequisite: SOC 101. Enrollment limited to 35. **[S]** 4 credits

Payal Banerjee

Offered Spring 2011

250 Theories of Society

This course is designed to introduce majors to widely used theoretical perspectives that inform the sociologi-

cal imagination. It focuses on how these perspectives analyze core facets of social life, such as structure and stratification, power and inequality, culture, agency, self and identity. Each topic will be surveyed from several major perspectives, providing a comparative view so that students can make assessments of the insights each theory offers. Enrollment limited to 40 with majors and minors having priority. **[S]** 4 credits

Marc Steinberg, Fall 2010

Payal Banerjee, Fall 2011

Offered each Fall

317 Seminar: Inequality in Higher Education

This course will apply a sociological lens to understanding inequality in American higher education. We will examine how the conflicting purposes of higher education have led to a highly stratified system of colleges and universities. We will also address the question of how students' social class, race, ethnicity and gender affect their chances of successfully navigating this stratified system of higher education. Finally, we will examine selected public policies aimed at minimizing inequality in students' access to and success in college. Prerequisites: SOC 101 and permission of the instructor. Enrollment limited to 12. **[S]** 4 credits

Tina Wildbagen

Offered Spring 2011

319 Seminar: Visual Sociology

Ours is a world dominated by visual images. Images surround us, communicating meaning and influencing how we understand life. Yet, rather than representing what really is, the visual field is shaped in relation to broader questions of power and privilege. Images reproduce norms, values and assumptions, often cloaked in the belief that what you see is real. At the same time, people actively engage in visual cultures as consumers, critics and producers. In this seminar, you are being asked to use your sociological imagination to analyze and understand visual cultures. This is a capstone seminar for sociology majors. Enrollment limited to 12 senior sociology majors. **[S]** 4 credits

Eeva Sointu

Offered Fall 2010

320 Special Topics in the Sociology of Culture

4 credits

The Sociology of Rock and Pop Music

This seminar will survey studies of rock and pop music

from theoretical perspectives in the sociology of culture and cultural studies. The course will concentrate on analyses of rock and pop music from the last three decades. We will first take an overview of theories of culture that inform many recent studies. Topics covered will include the role of music in everyday life, the political economy of production, cultural control and resistance, youth cultures and local scenes, gender, race and the role of music in politics and protest. Writing requirements will include weekly reading critiques and a final research paper. Priority will be given to senior majors and those who have taken SOC 220. **{S}** 4 credits

Marc Steinberg

Offered Fall 2010

327 Seminar: Global Migration in the 21st Century

This 300-level seminar will provide an in-depth engagement with global migration. It will cover areas such as: theories of migration, the significance of global political economy and state policies across the world in shaping migration patterns and immigrant identities. Questions about imperialism, post-colonial conditions, nation-building/national borders, citizenship and the gendered racialization of immigration will intersect as critical contexts for our discussions. Prerequisite: SOC 101, a course on global political economy or permission of the instructor. Enrollment limited to 12. **{S}** 4 credits

Payal Banerjee

Offered Spring 2011

333 Social Justice, the Environment and the Corporation

Over the last century the reach of corporations has gradually extended into all facets of our lives, yet most of us rarely stop to think about the corporation as a social entity. This course will focus on the social, economic, and legal foundations that both shape its power and provide a dominant logic for its actions. We will examine the implications of corporate power and processes for communities, workers and the environment. We will also focus on the ways that governments and various social groups have sought to change corporate assumptions and behaviors concerning their social and environmental responsibilities. Prerequisite: SOC 101. Enrollment limited to 12 students. **(E)** 4 credits

Leslie King

Offered Spring 2011

General Courses

404 Special Studies

By permission of the department, for junior and senior majors. 4 credits

Offered both semesters each year

408d Special Studies

8 credits

Full-year course; Offered each year

The Major in Sociology

Advisers: Paval Banerjee, Ginetta Candelario, Richard Fantasia, Leslie King, Eva Sointu, Marc Steinberg, Nancy Whittier, Tina Wildhagen

Advisers for Study Abroad: Richard Fantasia and Eva Sointu

Basis: 101

Requirements: 10 semester courses beyond the introductory course (SOC 101): 250, 201, either 202 or 203, four courses at the 200 or 300 level, two additional courses either in sociology or, with approval of the major adviser, in related fields, and one seminar at Smith during the senior year—any 300 level courses. Majors should consult with their advisers about the list of recommended courses approved by the department before selecting courses in related fields for major credit. Majors are strongly urged to take 201 and 250 in their sophomore or junior year. Normally, majors may not take 201, 202, 203, 250 or their senior seminar on a satisfactory/unsatisfactory basis.

The department will permit Introduction to Sociology and up to four-upper level transfer courses from outside the Five Colleges to be used for the completion of major requirements.

The Minor in Sociology

Advisers: Paval Banerjee, Ginetta Candelario, Richard Fantasia, Leslie King, Eva Sointu, Marc Steinberg, Nancy Whittier, Tina Wildhagen

Requirements: 101, 201 and 250, three additional courses at the 200 or 300 level.

Honors

Director: Marc Steinberg

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

430d Honors Project

8 credits

Full-year course; Offered each year

431 Honors Project

8 credits

Offered each Fall

432d Honors Project

12 credits

Full-year course; Offered each year

Requirements: 10 semester courses beyond the introductory course (SOC 101):

1. 250, 201, either 202 or 203, four courses at the 200 or 300 level, and a senior seminar most appropriate to the thesis research;
2. a thesis (430, 432) written during two semesters; or a thesis (431) written during one semester;
3. an oral examination on the thesis.

Graduate

580 Special Studies

Such subjects as advanced theory, social organization and disorganization, culture contacts, problems of scientific methodology. 4 credits

Offered both semesters each year

590 Research and Thesis

4 or 8 credits

Offered both semesters each year

590d Research and Thesis

4 or 8 credits

Full-year course; Offered each year

Spanish and Portuguese

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

Nancy Saporta Sternbach, Ph.D. (Spanish and Portuguese and Study of Women and Gender)

^{†1} María Estela Harretche, Ph.D.

Associate Professors

Reyes Lázaro, Ph.D.

Michelle Joffroy, Ph.D., *Chair*

Marguerite Itamar Harrison, Ph.D.

Assistant Professors

María Helena Rueda, Ph.D.

Ibtissam Bouachrine, Ph.D.

^{†2} Malcolm K. McNee, Ph.D.

Senior Lecturer

Patricia González, Ph.D.

Lecturers

Silvia Berger, Ph.D.

Phoebe Ann Porter, Ph.D.

Molly Falsetti-Yu, M.A.

Lisandro Kahan, M.A.

Teaching Assistant

Melissa Belmonte, M.A.

Lecturer and Professor Emeritus

Charles Cutler, Ph.D.

Lecturer and Professor Emerita

Marina Kaplan, Ph.D. (Spanish and Portuguese and Latin American Studies)

The department has two abbreviations for the language and culture of three broad areas of study: **POR** (Portuguese-speaking world) and **SPN** (Spain and Spanish America).

All courses are taught in Spanish or Portuguese unless otherwise indicated. Students with prior Spanish language experience must take the placement test.

Approved courses on Latina/o literature, CLT, LAS, SWG are cross-listed after POR and SPN.

The department strongly encourages students to spend a semester or a year studying abroad in a Spanish- or Portuguese-speaking country. In recent years, some 40–50 students have benefited annually from this experience, profiting from the total cultural immersion and the wide array of specialized courses offered in institutions of higher learning in nine different countries.

The department has official affiliations with PRESH-CO, for Study Abroad in Córdoba, Spain; with the Program for Mexican Culture and Society for Study Abroad in Puebla, Mexico; and with Brown in Brazil for Study Abroad in Rio de Janeiro. Many other programs in Latin America and Spain are also approved for study abroad.

Those intending to spend a junior year or semester abroad in a Spanish or Portuguese-speaking country should consult the advisers for study abroad.

Prerequisite for 300-level courses is SPN 250 or 251 or 260 or 261 or permission of the instructor. A student may repeat a course when the topic is different.

Note: Maximum enrollment in all language course sections is 18 students unless otherwise indicated. Also, please note that the pass/fail option is not granted for language classes.

Portuguese and Brazilian Studies

Credit is not granted for the first semester only of a yearlong language course.

POR 100y Elementary Portuguese

A one-year elementary course in spoken and written Brazilian Portuguese. Emphasis first semester will be on development of oral proficiency and acquisition of

reading and writing skills. Second semester will also include the use of music and videos to improve listening comprehension, as well as readings and discussion of short texts by modern writers of the Portuguese-speaking world from Brazil, Portugal, Angola, Mozambique and Cape Verde. **{F}** 8 credits

Marguerite Itamar Harrison

Full-year course (with a one-semester option for Smith Spanish majors only)

Offered each year

POR 125 Elementary Portuguese for Spanish Speakers

A one-semester introduction to Brazilian Portuguese designed for speakers of Spanish, aimed at basic proficiency in all four language modalities: listening, speaking, reading and writing. Classes will be in Portuguese and students' individual knowledge of Spanish will support the accelerated pace of the course, with contrastive approaches to pronunciation and grammar. The course will also provide an introduction to aspects of the cultures of Brazil, Portugal and Portuguese-speaking Africa, with discussion of authentic audio-visual materials and short texts. Prerequisite: Spanish placement test or SPN 220 or its equivalent. **{F}** 4 credits

Malcolm K. McNee

Offered Fall 2010, Spring 2011

POR 200 Intermediate Portuguese

This course will serve as a comprehensive grammar review. In addition to a grammar textbook, we will be using several other sources to stimulate class discussion, as well as to improve reading comprehension, writing skills and vocabulary-building in Portuguese: short stories by writers from the Portuguese-speaking world, music and film. Prerequisite: POR 100y or POR 125 or its equivalent. **{F}** 4 credits

Malcolm K. McNee

Offered Fall 2010

POR 215 Advanced Conversation and Composition

This course will focus on developing skills in both spoken and written Portuguese and is designed for students who have already mastered the fundamentals of grammar. Topics for compositions, class discussions, and oral reports will be based on short literary texts as well as articles from the media, music and film. Prerequisite: POR125 or POR200 or permission of the instructor. **{F}** 4 credits.

Malcolm K. McNee

Offered Spring 2011

POR 221 Topics in Portuguese and Brazilian Literature and Culture

Topic: Eco Brazil: Key Environmental Issues. This course—which will address current key environmental issues in Brazil—will feature a variety of hot topics, and highlight activism and innovation, in various fields, including politics, the sciences and the arts.

Themes to be covered will range from the following: green initiatives, ecotourism, the development of biofuels, deforestation and rainforest conservation, international interventions, indigenous rights, land and water reform, and sustainability, among others. Materials will draw from a variety of texts, as well as art, music and film. Course conducted in Portuguese. Prerequisite: POR 100 or POR 125 or the equivalent. **{F/A}** 4 credits

Marguerite Itamar Harrison

Offered Spring 2011

POR 380/SPN 380 Advanced Literary Studies

Topic: Translating Poetry. A close reading and translation to English of major poets from Spanish America, Spain, Brazil, Portugal and Portuguese-speaking Africa. Hands-on practice of translation, with some theory. The first half of the course will be a group exploration of often-translated poets: Neruda, Lorca, Pessoa, Drummond de Andrade, Cecília Meireles and others; the second half will allow for independent work on a favorite poet which will be part of a final course compilation. Visits from local poet-translators; attendance at poetry readings required. Prerequisites: a good command of Spanish or Portuguese and a background in Spanish/Spanish American or Portuguese-Brazilian literatures. An interest in creative writing desirable. Discussion in English. **{L/F}** 4 credits

Charles Cutler

Offered Spring 2011

POR 381 Seminar in Portuguese and Brazilian Studies

Topic: Multiple Lenses of Marginality: New Brazilian Filmmaking by Women. This course will examine the pioneering legacy of key figures in the Brazilian cinema of the 1980s and 1990s, such as Susana Amaral, Helena Solberg, Ana Carolina and Tizuka Yamasaki. These directors' early works addressed issues of gender and social class biases by subtly shifting the focus of their films to marginalized or peripheral subjects. Works by contemporary filmmakers, such as Carla Camurati, Lúcia Murat, Tata Amaral and Laís Bodanzky, will also be discussed, particularly the ways in which they incorporate polemical topics in the realm

of politics, social consciousness and/or gender issues. Course conducted in Portuguese. **{A/F}** 4 credits
Marguerite Itamar Harrison
 Offered Fall 2010

POR 400 Special Studies in Portuguese and Brazilian Literature

By permission of the department, normally for senior majors. 1–4 credits
 Offered both semesters each year

Spanish Language, Literature and Culture

Credit is not granted for the first semester only of a yearlong language course.

SPN 112y Accelerated Elementary Spanish

An accelerated introduction to Spanish aimed at basic proficiency, emphasizing all modes of communication. The course also serves as an introduction to Hispanic culture. Three contact hours. Priority will be given to first- and second-year students. **{F}** 8 credits
Phoebe Porter, Lisandro Kaban, Fall 2010
Phoebe Porter, Lisandro Kaban, Spring 2011
 Full-year course; Offered each year

SPN 120 Low Intermediate Spanish (Intensive)

This course aims to prepare students to communicate comfortably in Spanish about themselves and their environment, and to acquaint them with basic socio-historical aspects of the cultures of Spanish-speaking countries. Students participate in activities that involve interacting with others, presenting information, and understanding (spoken, written) texts in the target language, and that allow them to learn about the structure of the language (its grammar). Five contact hours. Students completing this course can go to SPN 220, if they receive an A- or higher. **{F}** 6 credits
Molly Falsetti-Yu, Phoebe Porter, Melissa Belmonte
 Offered Fall 2010

SPN 125 Spanish for Heritage Speakers

This course is designed for students of Hispanic heritage who have been exposed to spoken Spanish in an informal context and who consider themselves heritage speakers, but who have not studied Spanish formally. Through the study of grammar, composition and

culture students will formalize their understanding of Spanish language grammar and composition, will broaden their knowledge of the cultural regions that comprise the Hispanic world, and will develop their linguistic abilities in comprehension, conversation, reading and writing. **{F}** 4 credits
Michelle Joffroy
 Offered Fall 2010

SPN 200 Intermediate Spanish

The chief goals of the course are to expand vocabulary and conversational skills, strengthen grammar, and learn about key social, cultural, and historical issues of the Spanish-speaking world. Vocabulary and grammar are taught within the context of the specific themes chosen to enhance students' familiarity with the 'realities' of Spanish-speaking countries. Prerequisite: SPN 112y, 120 or the equivalent. **{F}** 4 credits
Molly Falsetti-Yu, Lisandro Kaban, Patricia Gonzalez, Fall 2010
Silvia Berger, Molly Falsetti-Yu, Spring 2011
 Offered both semesters each year

SPN 220 Contemporary Culture in the Spanish-Speaking World

This is a high-intermediate course that aims at increasing students' ability to communicate comfortably in Spanish (orally and in writing). The course explores an array of issues relevant to the Spanish-speaking world, and prepares students to think more critically and in depth about those issues, with the goal of achieving a deeper understanding of the target cultures. Materials used in the class include visual narratives (film), short stories, poems, plays and essays. Prerequisite: SPN 120, 200 or the equivalent. **{F}** 4 credits
Silvia Berger, Michelle Joffroy, Fall 2010
Patricia Gonzalez, Molly Falsetti-Yu, Lisandro Kaban, Spring 2011
 Offered both semesters each year

SPN 225 Advanced Composition

The course is intended to provide the student with the academic writing skills necessary to successfully undertake writing assignments in the upper-division Spanish courses. The focus of the course will be on expository and argumentative writing, but some attention will be devoted to writing narratives and descriptions. Grammar will be reviewed within the context of the writing assignments. Prerequisite: SPN 220 or sufficient proficiency in Spanish. Enrollment limited to 19. Priority

given to majors, minors and second-year students planning on a JYA. **(F)** 4 credits

Silvia Berger, Fall 2010

Patricia Gonzalez, Spring 2011

Offered both semesters each year

SPN 230 Topics in Latin American and Peninsular Literature

Topic: Tales and Images of Travel From Latin America

This class will investigate questions of contact between peoples and cultures, in Latin American texts and films that tell stories of travel. We will analyze how the concept of the journey as exploration and learning appears in Latin American culture, configuring identities and negotiating conflicts raised by the transit of people, objects and ideas in the region. Assignments will include texts written since the late 19th century, and films from several countries, representing travels in different historical periods. Some theoretical writings on the cultural meanings of travel will also be included. Prerequisite: SPN 220 or above. Enrollment limited to 19. **(F)** 4 credits

María Helena Rueda

Offered Fall 2010

Topic: Central American Poetry of War and Peace

This course will offer an overview of Central American poetry since the late 19th century and continuing into the present through the lens of war and peace. We will study the role of poetry in revolutionary struggles, especially in Nicaragua, El Salvador and Guatemala. Students will engage in an exploration of language and education as creative tools for communication. Prerequisites: SPN 220 or above. Enrollment limited to 19. **(L/F)** 4 credits

Nancy Saporta Sternbach

Offered Spring 2011

SPN 241 Culturas de España

A study of the Spain of today through a look at its past in art, history, film and popular culture. The course analyzes Spain's plurality of cultures, from the past relations among Jews, Christians and Muslims to its present ethnic and linguistic diversity. Highly recommended for students considering JYA in Spain. Prerequisite: SPN 220 or above or permission of the instructor. Enrollment limited to 19. **(F)** 4 credits

Ibtissam Bouachrine

Offered Spring 2011

SPN 245 Topics in Latin American and Peninsular Studies

Topic: Teledictadura: Historical Narrative in Spanish TV. "Cuéntame cómo pasó" is a pedagogical TV series which narrates the life of an average Spanish family from the last years of Franco's dictatorship to the transition to democracy (1968–82). Through the Alcántara family and complementary materials (historical, sociological, cultural, literary) we will analyze both the private and public history of this defining moment of contemporary Spain and the politics of memory of the Spanish transition. Prerequisite: SPN 220 or equivalent or permission of the instructor. **(F/S/H)** 4 credits

Reyes Lázaro

Offered Fall 2010

Topic: Latin American Film Today: Global Visions, Local Expressions

This course will study important changes that have taken place in Latin American film-making since the mid nineties, both in terms of the international visibility of films from the region, and in their development of innovative audio-visual languages. The class will analyze national and transnational factors that have influenced these changes, related to the cultural and socio-political effects of globalization in the region. It is a landscape that brought many new challenges to film-makers, and saw the emergence of previously unseen stories, which found their way to the screens. We will study films by directors such as Alejandro González Iñárritu, Lucrecia Martel and José Padilha, while reading and reflecting on the many elements that impact their content and production. Prerequisite: SPN 220 or equivalent or permission of the instructor. **(A/F)** 4 credits

Maria H. Rueda

Offered Fall 2010

Topic: Spanish Visual Arts

This course surveys the history and cultures of Spain through its visual arts. We will examine specific works, most of which are owned by the Smith College Museum of Art, in order to discuss the role of visual arts in religion, politics, and the construction of a national identity. Major styles and artists covered are: medieval miniatures and manuscripts, Andalusí architecture and textiles, El Greco, Velázquez, Goya, Sorolla, Barcelona Modernism (Gaudí), Picasso, Dalí and Miró. We will also examine paintings and photographs of Spain by non-Spanish artists such as Juan (Jean) Laurent and Douglas Keats. Highly recommended for students

considering JYA in Spain. A satisfactory command of Spanish is required. Prerequisite: SPN 220 or above or the permission of the instructor. Enrollment limited to 19. **[A/F]** 4 credits

Ibtissam Bouachrine

Offered Spring 2011

SPN 246 Topics in Latin American Literature

Topic: "Enchanted Isle": Race and Ethnicity in Puerto Rican Culture

Through the analysis of a corpus of texts, we will center our attention on the processes through which Puerto Rican cultural products, i.e. literature, music and visual narratives, have attempted to organize, or reorganize a racial or ethnic narrative. Puerto Rico's unresolved political "status" and its ties to the mainland of the United States, mainly revolving around the migrations of generations of segments of its population, have tended to proliferate diverse strands of such narrative, as geographical, linguistic, and cultural displacements have occurred. In this course we will explore primarily how Puerto Rico's cultural capital deals with questions of race and ethnicity. Prerequisite: SPN 220. Enrollment limited to 19 students. **[L/F]** 4 credits

Patricia Gonzalez

Offered Fall 2010

Topic: Life Stories by Latin American Jewish Writers

This course will study 20th-century poetry, short stories, essays, and novels by Jewish writers of Spanish America. Beginning with early immigrant writers, we will explore how recent authors portray issues of identity and belonging. Special attention will be given to the social context of works and to literary movements as ideological constructs. Prerequisites: SPN 220. Enrollment limited to 19. **[L/F]** 4 credits

Silvia Berger

Offered Spring 2011

Topic: Zapatismo Now: Cultural Resistance on the "Other" Border

This course explores the social and cultural expression of Zapatismo from its initial revolutionary uprising in the Mexican indigenous borderlands of Chiapas on New Year's Eve, 1994 through its present-day global vision of an alternative world model. Through close analysis of the movement's diverse cultural media, including communiqués, radio broadcasts, visual art, web blogs, and storytelling students will examine the

role of media arts and literary forms in Zapatismo's cultural and political philosophies, as well as develop a broad understanding of Zapatismo's influence in popular and indigenous social movements throughout Latin America and the global south. Course taught in Spanish. Prerequisites: SPN 220. Enrollment limited to 19. **[L/F]** 4 credits.

Michelle Joffroy

Offered Spring 2011

SPN 250 Survey of Iberian Literatures and Society I

Topic: Sex and the Medieval City. This course examines the medieval understanding of sex and the woman's body within an urban context. We will read medieval texts on love, medicine and women's sexuality by Iberian and North African scholars. We will investigate the ways in which medieval Iberian medical traditions have viewed women's bodies and defined their health and illness. We will also address women's role as practitioners of medicine, and how such a role was affected by the gradual emergence of "modern" medical institutions such as the hospital and the medical profession. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. **[L/F]** 4 credits

Ibtissam Bouachrine

Offered Fall 2010

SPN 251 Survey of Iberian Literatures, Art and Society II

A society and its artistic and cultural journeys will be examined through the eyes of writers and other artists and intellectuals who lived both in Spain itself as well as in exile. From Romanticism to the Post-Franco and Postmodern eras (Goya to Almodóvar). Prerequisite: SPN 220 or above. Enrollment limited to 19. **[L/F]** 4 credits

Reyes Lázaro

Offered Spring 2011

SPN 260 Survey of Latin American Literature I

An historical perspective of Latin American literature as an expression of the cultural development of the continent within the framework of its political and economic dependence, from the colonial period until the present time. Enrollment limited to 19. **[L/F]** 4 credits

Patricia González

Offered Fall 2010

SPN 261 Survey of Latin American Literature II

A study of the development of genres and periods in Latin American literature. Special attention will be given to the relationship between the evolution of

literary forms and social context. Some topics to be explored include literary periods and movements as ideological constructs, and the Latin American adaptation of European models. Enrollment limited to 19.

{L/F} 4 credits

Maria Helena Rueda

Offered Spring 2011

SPN 290 Listen Deeply, Tell Stories: Digital Storytelling

This course is designed for seniors who have spent a semester or year in a Spanish-speaking country. We will introduce the methodology of digital storytelling, in which images and recorded narrative are combined to create short video stories based on students' study abroad experience. As a group, students will listen, watch, and read compelling personal stories and then write their own stories. A few of the classes will be technology workshops and presentations. Finally, each participant will script, plan (storyboard) and produce a 3–4 minute film about her own reflections on her experience. Prerequisite: Semester or year abroad and a high level of Spanish. Enrollment limited to 15 students. **{F/A}** 2 credits

Molly Falsetti-Yu, Nancy Saporta Sternbach

Offered Fall 2010

SPN 332 The Middle Ages Today

Topic: Queer Iberia and North Africa. This course examines the medieval and early-modern Iberian and North African understanding of sexuality in light of modern critical theory. Special attention will be given to the Arabic and Castilian representations of same-sex desire. Readings will include texts by Ibn Hazm, Juan Ruiz, al-Tifashi, al-Nafwazi, Wallada, Ibn Sahl of Seville, Ibn Quzman and Fernando de Rojas. All readings in Spanish translation. Taught in Spanish. Enrollment limited to 14. **{L/F}** 4 credits

Ibtissam Bouachrine

Offered Fall 2010

SPN 365 Novela Española contemporánea

Topic: Immigration and Representation in Spain (Film, Fiction and Essay). Immigrants as authors and 'motifs' in 20th and 21st century Spain. Why is the Orpheus myth a dominant metaphor to represent current immigration in the Iberian Peninsula? How does history affect this representation? Who represents whom? Are contemporary immigrants from North Africa, Latin America and Eastern Europe represented differently than the Spaniards who emigrated to

Germany, Switzerland and France in the fifties? Do immigrant writers challenge official literary and social histories? This course addresses these questions, as well as theoretical issues concerning the specificity of fictional representation. Texts include documentaries, feature films, journalistic articles, short stories, poems and songs by Juan Goytisolo, Beatriz Díaz, Andrés Sorel, Nieves García Benito, Abou Azzedin, Víctor Omgba, Ignacio del Moral, Inongo vi Makome, Jerónimo López Mozo, Rachid Nini, Roberto Bodegas, Helena Taberna, Icíar Bollain, Alain Techiné and Llorenç Soler. Enrollment limited to 14. **{L/F}** 4 credits

Reyes Lázaro

Offered Spring 2011

SPN 371 Latin American Literature in a Regional Context

Topic: Centroamérica: Texts, Films, Music. This course charts the artistic experience in Central America from the first Mayan texts to the revolutionary poetry of the Sandistas, to the eerie magnetic prose of Miguel Angel Asturias to the indigenous struggles of today, from poetry workshops for the masses to political and racial oppression. Using primary texts, both visual and print, we will examine gender, sexuality, ethnicity and artistic expression, culminating in the New Song movement. Readings include Rigoberta Menchú and the controversy surrounding her, Gioconda Belli, Ernesto Cardenal, Claribel Alegria and others. Enrollment limited to 14. **{L/F}** 4 credits

Nancy Saporta Sternbach

Offered Fall 2010

SPN 373 Literary Movements in Spanish America

Topic: Literature, Film and the Transnational Imagination in Latin America. This class will look at how Latin American filmmakers and writers have imagined this region's place in the post Cold War global configuration since the 1990s. Through the analysis of films such as *Maria, Full of Grace* (2004) and *City of God* (2002), as well as recent literary works by authors from various backgrounds, we will explore cultural production as an alternate means of negotiating conflicts related to immigration, drug trafficking, free trade agreements, media and consumer culture, and continuing political instability. Enrollment limited to 14. **{L/F}** 4 credits

Maria Helena Rueda

Offered Spring 2011

SPN 380/POR 380 Advanced Literary Studies

Topic: Translating Poetry. A close reading and translation to English of major poets from Spanish America, Spain, Brazil, Portugal and Portuguese-speaking Africa. Hands-on practice of translation with some theory. The first half of the course will be a group exploration of often-translated poets: Neruda, Lorca, Pessoa, Drummond de Andrade, Cecília Meireles and others; the second half will allow for independent work on a favorite poet which will be part of a final course compilation. Visits from local poet-translators; attendance at poetry readings required. Prerequisites: a good command of Spanish or Portuguese and a background in Spanish/Spanish American or Portuguese-Brazilian literatures. An interest in creative writing desirable. Discussion in English. **{L/F}** 4 credits

Charles Cutler

Offered Spring 2011

SPN 400 Special Studies in Spanish and Spanish American Literature

By permission of the department, normally for senior majors. 1 to 4 credits

Offered both semesters each year

SPN 481/FRN 480 The Teaching of French/Spanish

The theoretical and instructional implications of teaching foreign languages. This course reflects contemporary efforts to enhance foreign language teaching and learning and is designed for aspiring and in-service instructors, and to prepare participants for the challenges of the profession. The theoretical component incorporates a wide range of historical and contemporary trends in language pedagogy as well as critical appraisal of different SLA theories. The practical component focuses on developing a teaching persona, a relationship with learners, and classroom organization and presentation skills. The course will transform knowledge into practice, and will culminate in the creation of a teaching portfolio. Spanish majors must obtain approval from their major adviser prior to enrollment in the course. **{F}** 4 credits

Anouk Alquier (French Studies)

Offered Spring 2011

recipe? Why? How does it reflect her (or his) life and times? What do we learn about the geography, history and political economy of a location through recipes? Are recipes a way for an underrepresented group to tell its story? Does a recipe bolster or undermine national cooking? This seminar will look at recipes and cookbooks from the Spanish-speaking world (in English) and theories of recipes from a variety of different sources. Our reading will inform our writing as we try to establish such connections as the politics of chocolate, olive oil cooperatives, avocado farms, the traveling tomato, potatoes, and the cultural milieu from which each recipe emerged. Knowledge of Spanish is useful but not required. Enrollment limited to 16 first-year students. **WI {L}** 4 credits

Nancy Saporta Sternbach (Spanish and Portuguese)

Offered Fall 2010

CLT 268 Latina and Latin American Women Writers

This course examines the last twenty years of Latina writing in this country while tracing the Latin American roots of many of the writers. Constructions of ethnic identity, gender, Latinidad, "race," class, sexuality, and political consciousness are analyzed in light of the writers' coming to feminism. Texts by Esmeralda Santiago, Gloria Anzaldúa, Sandra Cisneros, Judith Ortiz Cofer, Denise Chávez, Demetria Martínez, and many others are included in readings that range from poetry and fiction to essay and theatre. Knowledge of Spanish is not required, but will be useful. **{L}** 4 credits

Nancy Sternbach

Offered Spring 2011

The Majors

Majors, as well as non-majors interested in gaining intensive linguistic and cultural proficiency, are strongly encouraged to go abroad for one semester or one year. The following preparation is recommended for students who intend to major in Spanish: courses in classics, either in the original or in translation; courses in other European literatures and history; a reading knowledge of another foreign language. CLT 300 is strongly recommended for graduating seniors.

Teacher Certification: A major in Spanish and five courses in Education will certify students to teach in Massachusetts.

Cross-Listed Courses

FYS 159 What's in a Recipe?

What stories do recipes tell? What cultural and familial information is embedded in a recipe? Who wrote the

The S/U grading option is not allowed for courses counting toward the majors. The S/U option is normally not available for courses SPN 220 and below.

300-level courses that are the basis for the majors are normally to be taken at Smith College during the senior year.

Advisers for the Spanish Major: Members of the department

Advisers for the Portuguese–Brazilian Studies Major: Marguerite Itamar Harrison, Malcolm K. McNee

Advisers for Study Abroad

For students interested in Spain: PRESHCO, María Estela Harretche, Nancy Saporta Sternbach; for other programs in Spain, Ibtissam Bouachrine. For students interested in Latin America: Michelle Joffroy and María Helena Rueda. For students interested in Puebla: Silvia Berger and Patricia González. For students interested in Brazil and other Portuguese-speaking countries: Marguerite Itamar Harrison and Malcolm K. McNee.

Major in Spanish

Ten semester courses. Two core courses (any combination of SPN 250/251/260/261). Advanced Composition (SPN 244), one semester of Introductory Portuguese (POR 100 or 125)*, two 300-level courses taken during the senior year. Of the remaining four courses, two may be Spanish language courses 200 and above, Portuguese 200 or above; one course may be taught in English. For students who study abroad their junior year, credit will be granted at the 200-level.

*All majors are encouraged to take a full year of Portuguese, but will be required to take one semester.

Portuguese–Brazilian Studies Major

Requirements: POR 100y, POR 200 and either POR 220 or POR 221. Five other semester courses related to the Portuguese-speaking world, one of which must be at the 300-level. Courses to be selected from literature and language, history (especially 260 and 261), Afro-American studies, anthropology, art, dance, music, economics and government.

The Minors

Advisers: Members of the department

Spanish Minor

Requirements: Five semester courses in Spanish above the 100-level. A maximum of two can be language courses.

Portuguese–Brazilian Studies Minor

Requirements: POR 100y or POR 125, POR 200 and either POR 220 or POR 221. Two other semester courses related to the Portuguese-speaking world, one of which must be at the 300-level. Courses to be selected from literature, history (especially 260 and 261), Afro-American studies, anthropology, art, dance, music, economics and government.

Honors

Director: Reyes Lázaro

430d Honors Project

8 credits

Full-year course; Offered each year

431 Honors Project

8 credits

Offered each Fall

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Statistics

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

^{**2} Robert Buchele, Professor of Economics
Howard Gold, Professor of Government
Katherine T. Halvorsen, Professor of Mathematics and Statistics, *Director*
Virginia Hayssen, Professor of Biological Sciences
Philip K. Peake, Professor of Psychology
^{*1} Elizabeth Savoca, Professor of Economics
^{**1} Stephen Tilley, Professor of Biological Sciences

^{*1} Nancy Whittier, Professor of Sociology

^{**1} Patricia M. DiBartolo, Professor of Psychology

Associate Professor

^{**2} Glenn Ellis, Associate Professor of Engineering

^{**2} Nicholas J. Horton, Associate Professor of Mathematics and Statistics

Lecturer and Assistant in Statistics

David C. Palmer, Department of Psychology

The interdepartmental minor in applied statistics offers students a chance to study statistics in the context of a field of application of interest to the student. The minor is designed with enough flexibility to allow a student to choose among many possible fields of application.

The minor consists of five courses. Students who have taken AP Statistics in high school and received a 4 or 5 on the AP Statistics Examination will not be required to repeat the introductory statistics course, but they will be expected to complete five courses to satisfy the requirements for the minor in applied statistics.

The student **must take one** of the following courses and no more than one of these courses will count toward the minor. (Students presenting a 4 or 5 on the AP Statistics Examination will receive exemption from this requirement.)

MTH/PSY 190	Statistical Methods for Undergraduate Research
MTH 241	Probability and Statistics for Engineers
MTH 245	Introduction to Probability and Statistics
ECO 190	Introduction to Statistics and Econometrics
GOV 190	Empirical Methods in Political Science
SOC 201	Evaluating Information

The student must also take both of the following courses:

MTH 247	Regression Analysis
MTH/PSY 290	Research Design and Analysis

The student must choose two (or more) courses from the following list:

BIO 232	Evolutionary Biology: The Mechanisms of Evolutionary Change
BIO 234/235	Genetic Analysis and Genetic Analysis Laboratory
BIO 266/267	Principles of Ecology and Principles of Ecology Laboratory
ECO 240	Econometrics
MTH 246	Probability
PSY 319	Research Seminar in Biological Rhythms
PSY 325	Research Seminar in Health Psychology
PSY 335	Research Seminar in the Study of Youth and Emerging Adults
PSY 358	Research Seminar in Clinical Psychology
PSY 369	Research Seminar on Categorization and Intergroup Behavior
PSY 373	Research Seminar in Personality Psychology
PSY 375	Research Seminar on Political Psychology
SOC 202	Methods of Social Research

Students planning to minor in applied statistics should consult with their advisers when selecting applications courses. Some honors theses and special studies courses may apply if these courses focus on statistical applications in a field.

Also see the concentration in statistics within the mathematics major and the minor in mathematical statistics in the Department of Mathematics and Statistics.

Theatre

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

Leonard Berkman, D.F.A.
Catherine H. Smith, M.F.A.
*2 Andrea Hairston, M.A. (Theatre and Afro-American Studies)
Ellen W. Kaplan, M.F.A., *Chair*

Associate Professor

*1 Kiki Gounaridou, Ph.D.

Assistant Professor

Daniel Elihu Kramer, M.F.A.

Lecturer and Professor Emeritus

John D. Hellweg, Ph.D.

Senior Lecturer

Edward Check, M.F.A.

Lecturers

Nan Zhang, M.F.A.
Pan Welland

100 The Art of Theatre Design

The course is designed to explore the nature of design, in theatre and the visual arts. Students will study the elements of set, costume, lighting and sound design while looking at the work of some of the most influential designers, past and present. Especially designed for those with a limited background in theatre, it will involve discussions about assigned plays and projects, as appropriate to the topic. It is open to all students but particularly recommended for first-year students and sophomores. Enrollment limited to 16. **{A}** 4 credits

Ed Check

Offered Spring 2011

198 Theatre History and Culture: Ancient Greece to English Restoration

Theater draws from other arts, sciences, humanities and social and cultural structures; it also affects the development of those things. This course is a historical investigation of theater, drama and performance from Ancient Greece to the 18th century, focusing primarily on the theaters of Europe and America, but including a unit on Asian theater. The course aims to enable students to interpret plays based on in-depth textual analysis and grounding in historical factors; to determine how the theater of specific periods is related to the other arts, sciences, humanities and human social and cultural development of those periods; and to answer

the question, "what role did theater serve as a social institution in this period?" Reading includes dramatic literature, history and theory. Class format will include lectures, discussions, presentations, debate and acts of historical imagination. **{L/H/A}** 4 credits
Offered Fall 2011

199 Theatre History and Culture: Eighteenth Century to the Present

Theater draws from other arts, sciences, humanities and social and cultural structures; it also affects the development of those things. This course is a historical investigation of theater, drama and performance from the Restoration to the present, focusing primarily on the theaters of Europe and America, but including a unit on African theater. The course aims to enable students to interpret plays based on in-depth textual analysis and grounding in historical factors; to determine how the theater of specific periods is related to the other arts, sciences, humanities and human social and cultural development of those periods; and to answer the question, "what role did theater serve as a social institution in this period?" Reading includes dramatic literature, history and theory. Class format will include lectures, discussions, presentations, debate and acts of historical imagination. **{L/H/A}** 4 credits
Offered Spring 2012

A. History, Literature, Criticism

215 Minstrel Shows From Daddy Rice to *Big Momma's House*

This course explores the intersection of race, theatre, film and performance in America. We consider the history and legacy of minstrel shows from the 1820s to the present. Reading plays by Alice Childress, Langston Hughes, Lorraine Hansberry, Douglas Turner Ward, George Wolfe, Pearl Cleage, Carlyle Brown and Lynn Nottage, we investigate the impact of the minstrel performance of blackness on the American imagination. What is the legacy of this most popular of forms in the current entertainment world? How have monumental works such as *Uncle Tom's Cabin* shaped American performance traditions and identity? How have historical and contemporary films incorporated minstrel images and performances? How have artists and audiences responded to the comedic power of minstrel images? Is a contemporary audience entertained in the same way by Martin Lawrence as they were by say Stepin Fetchit? Enrollment limited to 25. **{L/H/A}** 4 credits

Andrea Hairston

Offered Fall 2009

217 Modern European Drama I

The plays, theatres and playwrights of the late 19th and early 20th centuries in Europe. From Ibsen, Strindberg, Shaw, Chekhov, Wedekind and Gorky to the widespread experimentation of the 1920s and earlier avant garde (e.g., Jarry, Artaud, Stein, Witkiewicz, Pirandello, Mayakovsky, Fleisser, early Brecht). Special attention to issues of gender, class, warfare and other personal/political foci. Attendance required at selected performances.

{L/H/A} 4 credits

Leonard Berkman

Offered Fall 2010

218 Modern European Drama II

Pioneering and influential contemporary theatre in Europe from the 1930s to the present. The playwrights to be studied include later Brecht, Camus, Sartre, Anouilh, Beckett, Ionesco, Genet, Gombrowicz, Pinter, Duras, Handke, Fo, Havel, Friel, Page, Stoppard, Loher and Churchill. Special attention to issues of gender, class, warfare and other personal/political foci. Attendance required at selected performances.

dance required at selected performances. **{L/H/A}**

4 credits

Leonard Berkman

Offered Spring 2011

316 Contemporary Canadian Drama

Michel Tremblay and contemporary Canadian playwrights. Emphasis on plays by and about women, within the context of political/personal issues of gender, class, race, sexuality, and cultural identity in English Canadian and French Canadian and Native Canadian drama of the past five decades. Other playwrights explored will be: Judith Thompson, George Walker, Erika Ritter, David French, Rene Daniel DuBois, Margaret Hollingworth, Anne-Marie McDonald, Sally Clark, Tomson Highway, Hannah Moscovitch and Sharon Pollock. **{L/A}** 4 credits

Leonard Berkman

Offered Fall 2011

The following advanced courses in history, literature, and criticism may have limited enrollments as indicated.

319 Shamans, Shapeshifters and the Magic If

To act, to perform is to speculate with your body. Theatre is a transformative experience that takes performer and audience on an extensive journey in the playground of the imagination beyond the mundane world. Theatre asks us to be other than ourselves. We can for a time inhabit someone else's skin, be shaped by another gender or ethnicity, become part of a past epoch or an alternative time and space similar to our own time but that has yet to come. As we enter this 'imagined' world we investigate the normative principles of our current world. This course will investigate the counterfactual, speculative, subjunctive impulse in overtly speculative drama and film with a particular focus on race and gender. We will examine an international range of plays by such authors as Caryl Churchill, Tess Onwueme, Dael Olandersmith, Derek Walcott, Bertolt Brecht, Lorraine Hansberry, Craig Lucas and Doug Wright, as well as films such as *The Curious Case of Benjamin Button*, *Pan's Labyrinth*, *Children of Men*, *Crouching Tiger Hidden Dragon*, *X-Men*, *Contact* and *Brother From Another Planet*. Enrollment limited to 18. **{L/A}** 4 credits

Andrea Hairston

Offered Spring 2011

B. Theory and Performance

In the following section: "L" indicates that enrollment is limited; "P" indicates that permission of the instructor is required. Please note: registration without securing permission of the instructor where required will not assure course admittance.

141 Acting I

Introduction to physical, vocal and interpretative aspects of performance, with emphasis on creativity, concentration and depth of expression. Enrollment limited to 14. **[A]** 4 credits

Normi Noel

Offered Spring 2011

Topic: Acting Fundamentals for Majors

A more focused approach to acting for those students with some acting experience and for those who intend to major in theatre, encompassing foundational skills, developing a personal warm-up and work on script analysis, character building, scoring the role and creating ensemble. We work on developing truthful responses to imaginary circumstances and exploring the worlds of the text. Enrollment limited to 14.

Ellen W. Kaplan, Fall 2010

Daniel Elibu Kramer, Spring 2011

Offered Fall 2010, Spring 2011

142 Voice for Actors

An introduction to the study of voice, exploring the connections between thought, feeling and vocalization through exercises that strengthen and enhance an actor's (or speaker's) understanding and command of vocal expression. Enrollment limited to 15. **[A]** 4 credits

Pan Welland

Offered Fall 2010

200 Theatre Production

A laboratory course based on the preparation and performance of department productions. Students in the first semester of enrollment are assigned to a production run crew. In subsequent semesters of enrollment students elect to fulfill course requirements from a wide array of production-related responsibilities. May be taken four times for credit, with a maximum of two credits per semester. There will be one general meeting on Monday, September 13, 2010, at 4:10 p.m. in the Fall and Monday, January 24, 2011, at 4:10 p.m. in the

Spring, in the Green Room, Theatre Building. Attendance is mandatory; attendance at weekly production meetings for some assignments may be required. Grading for this course is satisfactory/unsatisfactory. 1 credit
Ellen W. Kaplan and Samuel Rush

Offered Fall 2010, Spring 2011

242 Acting II

Acting II offers intensive focus on different, specific topics pertaining to acting training. THE 242 can be repeated for credit up to three times provided the content is different. Prerequisites: Acting I (THE 141) or its equivalent. 4 credits

Topic: Shakespeare and Calderon

This is a seminar course in performance, focusing on poetic expression and heightened language in the works of Shakespeare, Lope de Vega and Pedro Calderon de la Barca. We will research, analyze and compare selected works with particular attention to top unifying themes, rhetorical strategies and historical perspectives, attempting to understand the requisites of performance. The class has a studio component designed to develop skills in textual analysis, physical and vocal expressiveness and theatrical imagination. Students are required to complete three performance projects and two research papers and to present their research in an oral report to the class. Enrollment limited to 12.

Ellen W. Kaplan

Offered Fall 2010

Topic: Acting for the Camera

What is the particular nature of acting for the camera? This course is designed to aid the actor in the transition from stage to screen work. We will examine film and television production and its physical characteristics, and develop an acting approach suited for work in film and television. Students will work on camera, and examine the results of their work. A limited number of students may be able to take the course with an emphasis on directing for the camera. Prerequisite: THE 141 and permission of the instructor. Enrollment limited to 12.

Daniel Elibu Kramer

Offered Spring 2011

Topic: Improvisation

An intensive exploration of specific approaches to improvisation (authentic movement, contact improvisation, Johnstone. Boal, transformational exercises and

theatre games) that enhance the agility, resourcefulness and creativity of the performer. Prerequisites: one semester of acting or one semester of dance. Enrollment limited to 12.

John Hellweg

Offered Spring 2010

252 Set Design I

The course will develop overall design skills for designing sets for the theatre. After reading assigned plays, students will learn how to develop their designs by concentrating on character analysis and visualizing the action of the play. Visual research, sketches, basic drafting skills and model building are some of the areas in which students will learn to develop their ideas. This course will also emphasize the importance of collaborating with every member of the creative team. Enrollment limited to 12. **[A]** 4 credits

Edward Check

Offered Fall 2010, Spring 2011

253 Introduction to Lighting Design

This course introduces students to the theory and practice of stage lighting design. Over the semester, we will cultivate sensitivity towards the expressiveness of light and the relationship between light, form and space, eventually learning to manipulate light to articulate ideas. Through script analyses and design projects, we will learn to understand the power of light in enhancing stage presentations, acquire skills in illuminating the drama, and apply such skills to collaboration with the production team at large. Through hands-on exercises in the lab and in the theatres, we will also become familiar with the mechanical aspects of lighting: instrumentation, control systems and safe electrical practice. Enrollment limited to 12. **[A]** 4 credits

Nan Zhang

Offered Spring 2011

254 Costume Design I

The elements of line, texture and color and their application to design and character delineation. Research of clothing styles of various cultures and eras. Enrollment limited to 15. **[A]** 4 credits

Kiki Smith

Offered Fall 2010, Spring 2011

261 Writing for the Theatre

The means and methods of the playwright and the writer for television and the cinema. Analysis of the

structure and dialogue of a few selected plays. Weekly and bi-weekly exercises in writing for various media. Goal for beginning playwrights: to draft a one-act play by the end of the semester. Plays by students will be considered for staging. L and P with writing sample required, best submitted weeks prior to registration. **[A]** 4 credits

Andrea Hairston, Fall 2010

Leonard Berkman, Fall 2010, Spring 2011

Offered Fall 2010, Spring 2011

262 Writing for the Theatre

Intermediate and advanced script projects.

Prerequisite: 261. L and P. **[A]** 4 credits

Andrea Hairston, Fall 2010

Leonard Berkman, Fall 2010, Spring 2011

Offered Fall 2010, Spring 2011

344 Directing I

This course focuses upon interpretative approaches to performance pieces (texts, scores, improvisations, etc.) and how they may be realized and animated through characterization, composition, movement, rhythm and style. Prerequisites: Acting I or its equivalent. Permission of instructor required. Combined enrollment 344/345 limited to 12. **[A]** 4 credits

Daniel Elihu Kramer

Offered Fall 2010

345 Directing II

Theoretical and practical aspects of directing for the stage. Structural analysis of dramatic texts, with emphasis on articulating a unique vision for a text. Work on problems of visual composition, rehearsal techniques and development, in collaboration with actors and designers, of the inner score of action and its physical expression the stage. Prerequisites: Directing I. In addition, Acting II (THE 242) and a 200-level design class are strongly recommended. Permission of the instructor required. Combined enrollment 344/345 limited to 12. **[A]** 4 credits

Daniel Elihu Kramer

Offered Fall 2010

353 Advanced Study of Lighting Design

This course further explores the role light plays in artistic creations and the role lighting designers play in theatrical collaborations. Over the semester, we will examine the different approaches to designing for a diverse range of performing arts such as drama,

dance, concert and opera. We will study advanced color theories, and learn to use or improve our skills in industry—standard computer software such as Vectorworks. Each student will be assigned to design for one main-stage production within the season of the particular year determined by the theatre department and the dance department. This course can be repeated for assignments in different spaces and/or for different genres of performance. Permission of the instructor required. Enrollment limited to 12. **(A)** 4 credits

Nan Zhang

Offered Spring 2011

354 Costume Design II

The integration of the design elements of line, texture, color, gesture and movement into unified production styles. Further study of the history of clothing, movement in costume, construction techniques and rendering. Production work may be required outside of the class meeting time. Prerequisites: 254 and P. **(A)** 4 credits

Kiki Smith

Offered Spring 2011

361 Screenwriting

The means and methods of the writer for television and the cinema. Analysis of the structure and dialogue of a few selected films. Prerequisite: 261 or 262 or permission of the instructor. Enrollment limited to 12. Writing sample required. **(A)** 4 credits

Andrea Hairston

Offered Spring 2011

362 Screenwriting

Intermediate and advanced script projects. Prerequisite: 361. L and P. **(A)** 4 credits

Andrea Hairston

Offered Spring 2011

400 Special Studies

For qualified juniors and seniors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required. 1 to 4 credits
Offered both semesters each year

The Major

Advisers: Members of the department

Adviser for Study Abroad: Catherine H. Smith

Requirements: Ten semester courses, including the following:

1. 198 and 199 as the basis.
2. A sampling of three courses from Division A: history, literature, criticism. Courses in other departments that focus wholly on dramatic literature may be counted toward fulfillment of the history, literature and criticism requirements for the major.
3. Three courses from Division B: Theory and Performance. These must be chosen as follows: one acting or four-credit dance course (141 or a four-credit dance course); one design or technical course (151, 252, 253 or 254); one directing, choreography or playwriting course (344, 261 or DAN 353).
4. Four semesters (or four credits) of 200.
5. One additional course from either Division A or Division B.

All majors are encouraged to include courses in art and music in their programs as well as dramatic literature in any of the language departments.

The Major

(effective with the Class of 2013)

Requirements for a general theatre major:

1. 10 semester courses, at least two of which must be at a 300 level.
2. 198 and 199 Theatre History and Culture
3. Three courses from Division B:
141 Acting I
252 Set Design I or 253 Introduction to Lighting Design I or 254 Costume Design I
344 Directing I or 261 Writing for Theatre
4. Four credits of 200 Theatre Production
5. Three additional courses from either Division A or B.

Requirements for a theatre major with an emphasis on Acting:

1. 12 semester courses, at least two of which must be at the 300 level
2. 198 and 199 Theatre History and Culture
3. Two courses from Division A History, Literature, Criticism: 213,
215, 217, 218, 220, 240 241, 316, 319

4. Three semesters of acting classes from 141 Acting 1, 242 Acting 2, 312 Masters and Movements in Performance
5. 142 Voice for actors
6. 252 Set Design 1 or 253 Lighting Design 1 or 254 Costume Design 1
7. 344 Directing 1 or 261 Writing for Theatre
8. Four credits of 200 Theatre Production
9. One additional course from either Division A or B

Requirements for a theatre major with an emphasis on Directing:

1. 12 semester courses
2. 198 and 199 Theatre History and Culture
3. Two courses from Division A History, Literature, Criticism: 213, 215, 217, 218, 220, 240, 241, 316, 319
4. 141 Acting 1 and another acting class
5. 252 Set Design 1
6. 261 Writing for Theatre
7. One other design class from 100, 253 or 254
8. 344 Directing 1 and 345 Directing 2
9. Four credits of 200 Theatre Production

Requirements for a theatre major with an emphasis on Design:

1. 12 semester courses, at least two of which must be at the 300-level
2. 198 and 199 Theatre History and Culture
3. Three courses from Division A History, Literature, Criticism: 213, 215, 217, 218, 220, 240, 241, 316, 319
4. 141 Acting 1
5. Two of the following: 252 Set Design 1, 253 Lighting Design 1, 254 Costume Design 1
6. One of the following: 352 Set Design 2, 353 Lighting Design 2, 354 Costume Design 2, 318 Movements in Design
7. 344 Directing 1 or 261 Writing for Theatre
8. Four credits of 200 Theatre Production
9. One additional course from either Division A or B

Requirements for a theatre major with an emphasis on Playwriting:

1. 12 semester courses, at least two of which must be at the 300-level
2. 198 and 199 Theater History and Culture

3. Three courses from Division A History, Literature, Criticism: 213, 215, 217, 218, 220, 240, 241, 313, 316, 319
4. 141 Acting 1 or 142 Voice for Actors
5. Three of any of the following playwriting and screenwriting: 261, 262, 361, 362 or the equivalent
6. One course from any of the following: 100, 252, 253 or 254
7. 344 Directing 1
8. Four credits of 200 Theatre Production

Courses cross-listed under the theatre department may be considered for fulfillment towards these major requirements at the discretion of the department.

All majors are encouraged to include in their programs, as component courses counted outside of the theatre major courses in art and music in their programs as well as dramatic literature in any of the other language departments.

Students may count up to 16 credits from programs outside the Five Colleges towards the major. On a case-by-case basis, the department will accept courses from other programs towards specific course requirements. The judgment of the major advisers will prevail, without need for full theatre faculty deliberation.

The Minor

Advisers: Members of the department

Requirements: Six courses

Basis: 198 and 199

In addition to the basis: one semester course approved by an adviser in each of three of the following different divisions plus one four-credit course of the student's choice (including, as an option, four credits of 200 Theatre Production):

- a. History, Literature, Criticism;
- b. Acting, Dance, Choreography, Directing or Playwriting; and
- c. Costume, Lighting or Scene Design.

Honors

Director: Leonard Berkman

430d Honors Project

8 credits

Full-year course; Offered each year

431 Honors Project

8 credits

Offered each Fall

432d Honors Project

12 credits

Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Graduate

Adviser: Leonard Berkman

M.F.A. in Playwriting, please refer to p. 57–58.

512 Advanced Studies in Acting, Speech and Movement

4 credits

Ellen W. Kaplan, Daniel Elibu Kramer

Offered both semester each year

513 Advanced Studies in Design

4 credits

A. Set Design

Edward Check

B. Lighting Design

Nan Zhang

C. Costume Design and Cutting

Kiki Smith

Offered both semesters each year

515 Advanced Studies in Dramatic Literature, History, Criticism and Playwriting

4 credits

Leonard Berkman, Andrea Hairston, Kiki

Gounaridou

Offered both semesters each year

A. Dramatic Literature

B. Theatre History

C. Dramatic Criticism

D. Playwriting

580 Special Studies

4 credits

Members of the department

Offered both semesters each year

590d Research and Thesis Production Project

8 credits

Leonard Berkman

Andrea Hairston

Full-year course; Offered each year

590 Research and Thesis Production Project

4 credits

Leonard Berkman

Andrea Hairston

Offered both semesters each year

Third World Development Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Visit www.smith.edu/catalog for current course information.

Advisers

^{*1} Catharine Newbury, Professor of Government
David Newbury, Professor of History and African Studies
^{**1} Nola Reinhardt, Professor of Economics, *Director*

Gregory White, Professor of Government
Leslie King, Associate Professor of Sociology
^{*2} Caroline Melly, Assistant Professor of Anthropology

Third World Development Studies, a multidisciplinary social science program, explores the transformation of African, Asian, Latin American, and Middle Eastern societies since the 16th century. The program offers the student the opportunity to examine within a comparative framework the processes of social, economic, political, and ideological change in these regions as they respond to asymmetrical contact with the wider global economy.

The minor introduces the student to the diverse analytical perspectives of the social science disciplines while ensuring that the student has a sustained familiarity with one geographical region.

Requirements: Six semester courses distributed as follows:

1. One course from History
2. One course from Economics
3. Four other courses from among the following five social science departments: Anthropology, Economics, Government, History and Sociology. The student may petition the program through her minor adviser, for one of these four courses to be from a discipline outside of the social sciences.
4. Two of the courses in the minor must reflect a regional concentration on Africa, Asia, Latin America or the Middle East.
5. The student can include no more than two courses from any department.

See departmental and program listing for course prerequisites. Comparable courses at other colleges may be included with the consent of the minor adviser.

Approved Courses for 2010–11

Anthropology

- 236 Economy, Ecology and Society
- 237 Native South Americans: Conquest and Resistance Anthropology of Development
- 249 Visual Anthropology
- 251 Women and Modernity in East Asia
- 269 Indigenous Cultures and the State in Meso America
- 271 Globalization and Transnationalism in Africa
- 348 Seminar: Topics in Development Anthropology: From Maasai to Mongolia

Economics

- 213 The World Food System
- 318 Seminar: Latin American Economics

Government

- 226 Latin American Political Systems
- 230 Government and Politics of China
- 241 International Politics
- 242 International Political Economy
- 248 The Arab–Israeli Dispute
- 250 Case Studies in International Relations
- 252 International Organizations
- 254 Colloquium: Politics of the Global Environment
- 257 Colloquium: Refugee Politics

- 321 Seminar in Comparative Government: The
Rwanda Genocide in
Comparative Perspective
- 343 Seminar in International and Comparative
Politics: Corruption and Global Governance
- 344 Seminar on Foreign Policy of the Chinese
People's Republic
- 347 Seminar in International Politics and
Comparative Politics:
North Africa in the International System
- EAS 210 Colloquium: Culture and Diplomacy in Asia

History

- 208 The Making of the Modern Middle East
- 217 World War Two in East Asia
- 257 East Africa in the 19th and 20th Centuries
- 258 History of Central Africa
- 260/LAS 260 Colonial Latin America, 1492–1825
- 261/LAS 261 National Latin America, 1821–Present
- 263 Gender in Latin America
- 299 Ecology and Imperialism in Africa
- 307 Problems in Middle East History:
Topic: Middle East and World War One
- 361 Problems in the History of Spanish America
and Brazil:
*Topic: Public Health and Social Change
in Latin America*
- EAS 100 Introduction to Modern East Asia
- EAS 216 Urban Modernity in Colonized Korea
- EAS 219 Modern Korean History
- EAS 350 Seminar: Modern Girls and Marxist Boys:
Consumerism, Colonialism and Gender in
East Asia

Sociology

- SOC 236 The New Global Political Economy
- SOC 237 Gender and Globalization: Culture, Power,
and Trade
- SOC 327 Global Migration in the 21st Century

Urban Studies

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Advisers

Martha Ackelsberg, Professor of Government
Randall Bartlett, Professor of Economics, *Director*

Richard Fantasia, Professor of Sociology
Sam Intrator, Professor of Education and Child Study

The minor in urban studies offers students a chance to study the processes and problems of urbanization from a variety of perspectives. It is designed with enough flexibility to allow a student to choose among many possible combinations, but requires her to experience at least three different disciplinary approaches.

The minor consists of six courses from the following list but must contain choices from at least three different departments or programs. Courses offered at other Five College campuses may be included in the minor, with the approval of one of the advisers. Please consult home departments for year and semester each course is offered.

Afro-American Studies

- 245 The Harlem Renaissance
- 278 The '60s: A History of Afro-Americans in the United States from 1954 to 1970

Art

- 101 Colloquium: Approaches to Visual Representation Cities
- 150 Introduction to Art History: Architecture and the Built Environment
- 212 Ancient Cities and Sanctuaries
- 250 Building Baroque Europe
- 272 Art and Revolution in Europe, 1789–1889
- 281 Landscape Studies Introductory Studio
- 283 Architecture since 1945 (L)
- 285 Great Cities
- 386 Topics in Architecture
- 388 Advanced Architecture

Economics

- 230 Urban Economics

Education

- 200 Education in the City
- 336 Urban Youth Development and Social Entrepreneurship

English

- 239 American Journeys

French

- 230 Voices of/from the Outskirts*
- 360 The Year 1830

Government

- 204 Urban Politics
- 217 Colloquium: The Politics of Wealth and Poverty in the U.S.
- 311 Seminar in Urban Politics

History

- 209 Aspects of Middle Eastern History
Topic: Spaces/Contested Places: Social and Cultural Histories of Non-Western Cities
- 227 (C) Aspects of Medieval European History
Topic: Crusade and Jihad. Religious Violence in the Islamo-Christian Tradition
- 267 The United States since 1877
- 279 (L) The Culture of American Cities

Landscape Studies

- 200 Socialized Landscapes: Private Squalor and
Public Affluence

Presidential Seminars

- 308 Urbanization in the 21st Century: Comparative
Prospects, Problems and Policies

Sociology

- 213 Ethnic Minorities in America
214 Sociology of Hispanic Caribbean Communities in
the United States
218 Urban Sociology

*certain topics only, consult with urban studies adviser.

Study of Women and Gender

Visiting faculty and some lecturers are generally appointed for a limited term.

Visit www.smith.edu/catalog for current course information.

Members of the Committee for the Program for the Study of Women and Gender 2010–11

^{**2} Susan Van Dyne, Professor of the Study of Women and Gender, *Chair*

Martha Ackelsberg, Professor of the Study of Women and Gender and William R. Kenan Jr. Professor of Government

Elisabeth Armstrong, Associate Professor of the Study of Women and Gender

Darcy Buerkle, Assistant Professor of History

Paula Giddings, Elizabeth A. Woodson 1922 Professor of Afro-American Studies

^{†2} Jennifer Guglielmo, Associate Professor of History

^{*1} Ambreen Hai, Associate Professor of English Language and Literature

Marguerite Itamar Harrison, Associate Professor of Spanish and Portuguese

Michelle Joffroy, Associate Professor of Spanish and Portuguese

Kimberly Kono, Associate Professor of East Asian Languages and Literatures

Gary Lehring, Associate Professor of Government

^{†1} Cornelia Pearsall, Professor of English Language and Literature

^{**1,†2} Kevin Quashie, Associate Professor of Afro-American Studies and the Study of Women and Gender

Donna Riley, Associate Professor of Engineering
Daniel Rivers, Visiting Lecturer in the Study of Women and Gender

Marilyn Schuster, Professor of the Study of Women and Gender and Andrew W. Mellon Professor in the Humanities

Elizabeth V. Spelman, Professor of Philosophy and
Barbara Richmond 1940 Professor in the Humanities

Nancy Saporta Sternbach, Professor of Spanish and Portuguese

Andrea Stone, McPherson Post-Doctoral Fellow in English Language and Literature

Visiting Lecturer

Alice Nash, Assistant Professor of History, University of Massachusetts

Mendenhall Fellow

Andrea Nicole King

Director: The chair of the program committee will serve as the director of the major and the minor and will verify completion of the major and the minor on recommendation of the student's adviser.

Goals for the Major in the Study of Women and Gender

The Program for the Study of Women and Gender examines gender, race, class and sexuality as important and simultaneous aspects of social worlds and human lives. This examination requires inquiry into the construction and operation of power relations, social inequalities and resistances to them in both national

and transnational contexts. We understand women, gender, feminism, queer, masculinity and transgender as politicized terms. As categories of analysis they help reveal how subjects become racialized, sexualized, gendered and class-located.

Building on its origins in women's studies, our program continues to examine the experiences, ideologies, works and actions of women in a variety of national, cultural, historical and political contexts. As an interdisciplinary endeavor, the study of women and gender shows students how different academic disciplines view the operation of gender in the labor market, the family, political systems and cultural production. Research and theory emerge from these everyday realities and feminist theory, in turn, informs our analysis of political choices. The Study of Women and Gender is joined to an understanding of the forms of activism around the globe.

Requirements for the Major

The major requires the completion of ten semester courses, totaling forty (40) credit hours. These courses shall be composed of SWG prefix courses and department-based courses chosen from a list of possibilities compiled yearly by the Program for the Study of Women and Gender. All Smith courses that might be considered for major credit are listed on the SWG Web site, www.smith.edu/swg. Requirements include:

SWG 150: Introduction to the Study of Women and Gender, normally taken in the first or second year, and which may not be elected S/U

One Queer Studies course

One course in the concentration in Women, Race and Culture

Three courses in one of the following six concentrations. One of these courses must be a 300-level seminar:

- a) forms of literary or artistic expression **{L/A}**
- b) historical perspectives **{H}**
- c) forms of political/social/economic thought/action/organization **{S}**
- d) modes of scientific inquiry **{N/M}**
- e) queer studies (thematic concentration)
- f) women, race and culture (thematic concentration)

Four courses with the SWG prefix, including Intro (SWG 150) and one seminar.

Transfer students are expected to complete at least half of their major (or five courses) at Smith (or approved Five College courses).

Students with double majors may count a maximum of three courses toward both majors.

In the senior year, a student will complete a statement reflecting on the connections among the courses in her major. The senior statement and SWG advising checklist are due to the faculty adviser by the Friday prior to Spring break.

Requirements for the Minor in the Program for the Study of Women and Gender

In consultation with an adviser from the Study of Women and Gender program committee, a student will select six approved courses (or a total of 24 credits) in the Program. The courses must include:

SWG 150, Introduction to the Study of Women and Gender, normally taken in the first or second year, and which may not be elected S/U.

One Queer Studies course.

One Women, Race and Culture course.

Three additional courses in the Program.

Minors are strongly encouraged to elect at least one course at the 300 level.

Advising

All members of the Program Committee for the Study of Women and Gender serve as advisers for the major and minor.

Honors

A student may honor in SWG by completing an eight-credit two-semester thesis in addition to the 10 courses in the major and fulfilling all the general requirements. Eligibility of students for honors work, and supervision and evaluation of the thesis are determined by the Program Committee for the Study of Women and Gender.

400 Special Studies

For qualified juniors and seniors. Admission by permission of the instructor and director of the program. No more than 4 special studies credits may be taken in any academic year and no more than 8 special studies credits total may be applied toward the major.

1 to 4 credits

Offered both semesters each year

430d Honors Project

An 8-credit two-semester thesis in addition to the 10 courses that fulfill the major. Eligibility requirements for honors work, and supervision and evaluation of the thesis are determined by the Program Committee for the Study of Women and Gender as outlined on the Program Web site at www.smith.edu/swg/honors.html.

8 credits

Director, Susan Van Dyne

Full-year course; Offered each year

Courses with SWG prefix or taught by SWG faculty in 2010–11**SWG 100 Issues in Queer Studies**

This course introduces students to issues raised by and in the emerging interdisciplinary field of queer studies. Through a series of lectures by Smith faculty members and invited guests, students will learn about subject areas, methodological issues and resources in queer studies. May not be repeated for credit. Offered for 2 credits, graded S/U only. **{H/S/L}**

Gary Lebring

Offered Fall 2010

FYS 114 Turning Points

How have women (and some men) in the Americas understood defining moments in life? We will read fictional and autobiographical narratives and view films and documentaries that seek to understand different kinds of turning points: coming of age, coming out, coming to freedom, coming to consciousness. We will consider turning points in history (migrations, internment, war) as well as personal turning points (falling in love, leaving home, resisting oppression) and ask how history and memory, the political and the personal define each other. We will ask how these stories can help us understand and tell stories about turning points in our times and lives? Enrollment limited to 16 first-year students. Counts toward the Study of Women and Gender major. WI **{L}** 4 credits

Susan Van Dyne

Offered Fall 2010

SWG 150 Introduction to the Study of Women and Gender

An introduction to the interdisciplinary field of the study of women and gender through a critical examination of feminist histories, issues and practices. Focus on the U.S. with some attention to the global context. Primarily for first and second year students. Lecture

and discussion, students will be assigned to sections.

{H/S} 4 credits

Elisabeth Armstrong, Ambreen Hai, Daniel Rivers

Offered Spring 2011

Further work in the Study of Women and Gender usually requires SWG 150 as a prerequisite.

SWG 200 Queer Theories/Queer Cultures

This course will offer an introduction to the central historical and contemporary issues, concerns and debates in lesbian, gay, bisexual, transgender and queer (LGBTQ) studies. Using the course readings, film screenings and class discussions, we will challenge ourselves to complicate our understandings of seemingly natural ideas such as sex/gender, man/woman or homosexual/heterosexual, as we experience them in our own daily lives and perceive them in the world around us. Through an interdisciplinary approach, we will explore the history, critical theory, cultural production and politics of queer life in the United States, as well as queer identities in a transnational diasporic context. We will pay particular attention to how ideas of gender and sexuality intersect with social understandings of race, class and citizenship. Prerequisite SWG 150. **{H/S}** 4 credits

Daniel Rivers

Offered Fall 2010

SWG 205 Lesbian, Gay, Bisexual and Transgender History in the United States, 1945–2003

This course offers an overview of LGBT culture and history in the United States from 1945 to 2003. We will use a variety of historical and literary sources, including films and sound clips, to examine changes in lesbian, gay, bisexual and transgendered lives and experiences during the last half of the twentieth century. The course will encourage the students to think about intersections of race, sexuality and class, and how these categories have affected sexual minority communities. The course will also explore the legal and cultural impact sexual minority communities have had in the United States. Prerequisite SWG 150 or permission of the instructor. **{H}** 4 credits

Daniel Rivers

Offered Fall 2010, Spring 2011

SWG 230 Feminisms and the Fate of the Planet

We begin this course by sifting the earth between our fingers as part of a community learning partnership with area farms in Holyoke, Hadley and other

neighboring towns. Using women's movements and feminisms across the globe as our lens, this course develops an understanding of current trends in globalization. This lens also allows us to map the history of transnational connections between people, ideas and movements from the mid-20th century to the present. Through films, memoirs, fiction, ethnography, witty diatribes and graphic novels, this course explores women's activism on the land of laborers, and in their lives. Students will develop research projects in consultation with area farms, link their local research with global agricultural movements, write papers and give one oral presentation. Prerequisite: SWG 150. (E) **{H/S}** 4 credits
Elisabeth Armstrong
 Offered Fall 2010

SWG 232 Indigenous Women, Gender and Colonization in the Americas

How to learn about indigenous women's histories from (mostly) colonial sources? We start by examining stereotypes and considering decolonizing methodologies, then draw on an interdisciplinary array of primary and secondary sources to find more accurate information. This course looks at indigenous women and gender variants from the 17th century to the present. Topics include early contact period societies, impact of Christianity, changing gender roles, education, indigenous women's writing and other expressive forms, indigenous feminisms, sovereignty and treaty rights, environmental concerns and current activism. Enrollment limited to 30. (E) **{H/S}** 4 credits
Alice Nash
 Offered Fall 2010

SWG 238 Women, Money and Transnational Social Movements

This course centers on the political linkages forged in those transnational social movements from the mid-20th century to the present that address the politics of women and money. We will research social movements that address raced, classed and gendered inequities alongside the costs of maintaining order. We will assess the alternatives proposed by global labor movements, from micro-finance to worker-owned cooperatives, to shed light on the cultural fabric of the global finance industry. Assignments include community-based research on local and global political movements, short papers and written reflections. Prerequisite: SWG 150 or permission of the instructor. **{S}** 4 credits
Elisabeth Armstrong
 Offered Spring 2011

SWG 260 The Cultural Work of Memoir

This course will explore how queer subjectivity intersects with gender, ethnicity, race and class. How do individuals from groups marked as socially subordinate or non-normative use life-writing to claim a right to write? The course uses contemporary life-writing narratives, published in the U.S. over roughly the last 30 years, to explore the relationships between queer subjectivities, politicized identities, communities and social movements. Students also practice writing memoirs. Prerequisites: SWG 150 and a college-level literature course. **{L/H}** 4 credits
Susan Van Dyne
 Not offered 2010–11

SWG 270 Colloquium: Documenting Lesbian Lives

Grounding our work in the current scholarship in lesbian history, this course will explore lesbian communities, cultures and activism. While becoming familiar with the existing narratives about lesbian lives, students will be introduced to the method of oral history as a key documentation strategy in the production of lesbian history. Our texts will include secondary literature on late 20th-century lesbian culture and politics, oral history theory and methodology, and primary sources from the Sophia Smith Collection (SSC). Students will conduct, transcribe, edit, and interpret their own interviews for their final project. The course objectives are to help students understand modern lesbian movements and cultures from a historical perspective, develop basic skills in and knowledge of oral history methods, and take part in the rich experience of being historians by creating new records of lesbian lives. Prerequisites: SWG 150 or permission of the instructor. Enrollment limited to 20. (E) **{H/S}** 4 credits
Kelly Anderson
 Offered Spring 2011

ENG 279 American Women Poets

A selection of poets from the last 50 years, including Sylvia Plath, Elizabeth Bishop, Adrienne Rich, Audre Lorde, Sharon Olds, Cathy Song, Louise Glück and Rita Dove. An exploration of each poet's chosen themes and distinctive voice, with attention to the intersection of gender and ethnicity in the poet's materials and in the creative process. Not open to first-year students. Prerequisite: at least one college course in literature. **{L}** 4 credits
Susan Van Dyne
 Offered Fall 2010

All 300-level courses in the Study of Women and Gender are seminars and are normally limited to 12 juniors or seniors; seminars have prerequisites and all require permission of the instructor to enroll.

SWG 300 Special Topics in the Study of Women and Gender

Topic: Intimate Revolutions: Sexuality and the Family in the Postwar Era. This seminar will look at the ways that categories of sexuality, class, race and gender have intersected and operated in constructions of the family in the last half of the 20th century. The focus will be on both political and institutional attempts to regulate the family and the ways the family has acted as a site of resistance. We will interrogate the notion of the family as a static, conservative institution and explore how changes in reproduction and sexuality have been linked both to each other and to other social transformations. Prerequisites: SWG 150, one additional course in the major and permission of the instructor.

{H/S} 4 credits

Daniel Rivers

Offered Spring 2011

SWG 312 Queer Resistances: Identities, Communities and Social Movements

How do we know what it means to identify as lesbian, gay, queer, bisexual or transgender? Why do these terms mean different things to different people and in different contexts? How does claiming or refusing to claim a sexual identity affect community formation or social change? This seminar will explore constructions of queer collective identities, communities and social protest. We will pay explicit attention to how queer identities, communities and movements are racialized, shaped by class, gendered and contextual. Drawing on historical, theoretical, narrative and ethnographic sources, we will examine multiple sites of queer resistance including local communities, academic institutions, media, the state, social movement organizations and the Internet. We will examine the consequences of various theories of gender, sexuality and resistance for how we interpret the shapes that queer, lesbian, gay, bisexual and transgender identity, community and social movements take. Prerequisites: SWG 150, one additional course in the major and permission of the instructor. **{H/S}** 4 credits

Nancy Whittier

Not offered 2010–11

SWG 316 Seminar: Feminist Theories of Cross-Border Organizing

Border crossing forms the cornerstone of feminist solidarity, whether across the bounds of propriety or the definitions of racialized identities or the police checkpoints of the nation-state. This seminar begins with border formation in newly independent nations of India and Pakistan. We will look at the cultural production of national borders in films and photographs. We will discuss particular histories of how women's bodies were configured during Pakistan and India's partition. We also take up those feminist interventions in knowledge production that demand recognition of the gendered maintenance these national borders require. This seminar centers on feminist theories that imagine how to recognize strangers, defer citizenship, nurture desire and remembers the very histories that divide cohorts in struggle. Course assignments include in-class presentations, short written assignments and a detailed literature review. A background in feminist theory is required. Prerequisites: SWG 150, one additional course in the major and permission of the instructor. **(E) {S}** 4 credits

Elisabeth Armstrong

Offered Fall 2010

These courses may count toward the major and minor in the study of women and gender with the approval of the adviser. Please see the SWG Program Web site or the Smith College Catalogue for descriptions.

AAS 209 Feminism, Race and Resistance: History of Black Women in America

Paula Giddings

Offered Fall 2010

AAS/ENG 348 Black Women Writers

Kevin Quashie

Offered Fall 2010

AAS 366 Seminar: Contemporary Topics in Afro-American Studies

Topic: Ida B. Wells and the Struggle Against Racial Violence

Paula Giddings

Offered Spring 2011

AMS 220 "Dressed to Kill": Gender, Fashion, Power

Susanne Robr

Offered Fall 2010

ANT 251 Women and Modernity in East Asia*Suzanne Gottschang*

Offered Spring 2012

ANT 254 Gender, Media, Culture*Ravina Aggarwal*

Offered Spring 2011

ANT 271 Globalization and Transnationalism in Africa*Caroline Melly*

Offered Spring 2011

CLS 233 Gender and Sexuality in Greco-Roman Culture*Nancy Shumate*

Offered Spring 2011

CLT 229 The Renaissance Gender Debate*Ann Jones*

Offered Spring 2011

CLT 230 "Unnatural" Women: Mothers Who Kill Their Children*Thalia Pandiri*

Offered Spring 2012

CLT 260 Health and Illness: Literary Explorations*Sabina Knight*

Offered Spring 2011

CLT 268 Latina and Latin American Women Writers*Nancy Sternbach*

Offered Spring 2011

CLT/EAL 239 Contemporary Chinese Women's Fiction*Sabina Knight*

Offered Spring 2011

EAL 244 Construction of Gender in Modern Japanese Women's Writing*Kimberly Kono*

Offered Fall 2010

EGR 205 Science, Technology and Ethics*Donna Riley*

Offered Spring 2011

ENG 277 Postcolonial Women Writers*Ambreen Hai*

Not offered 2010–11

ENG 278 Writing Women*Topic: Asian American Women Writers**Floyd Cheung*

Offered Fall 2011

ENG 279 American Women Poets*Susan Van Dyne*

Offered Fall 2010

ENG 334 Seminar: Servants in Literature and Film*Ambreen Hai*

Offered Spring 2011

FRN 230 Colloquia in French Studies: Women Writers of Africa and the Caribbean*Dawn Fulton*

Offered Fall 2010

FRN 320 Topics in Medieval and Renaissance Literature*Topic: Women Writers of the Middle Ages**Eglal Doss-Quinby*

Offered Fall 2011

FYS 114 Turning Points*Susan Van Dyne*

Offered Fall 2010

FYS 149 An Even Playing Field? Women, Sport and Equity*Chris Shelton*

Offered Spring 2011

FYS 159 What's in a Recipe?*Nancy Saporta Sternbach*

Offered Fall 2010

FYS 169 Women and Religion*Lois Dubin and Vera Shevzov*

Offered Spring 2011

FYS 172 (Dis)Obedient Daughters*Thalia Pandiri*

Offered Spring 2011

FYS 179 Rebellious Women*Kelly Anderson*

Offered Fall 2010

GOV 205 Strange Bedfellows: State Power and Regulating the Family

Alice Hearst

Offered Spring 2011

GOV 232 Women and Politics in Africa

Catharine Newbury

Offered Fall 2011

GOV 269 Politics of Gender and Sexuality

Gary Lebring

Offered Fall 2011

GOV 347 Seminar in International Politics and Comparative Studies

Topic: North Africa in the International System

Greg White

Offered Spring 2011

GOV 367 Seminar in Political Theory

Topic: Lesbian and Gay Politics

Gary Lebring

Offered Spring 2011

GOV 367 Seminar I Political Theory

Topic: The Body Politic

Gary Lebring

Offered Spring 2012

HST 223 (C) Women in Japanese History From Ancient Times to the 19th Century

Marnie Anderson

Offered Spring 2011

HST 252 Women and Gender in Modern Europe, 1789–1918

Jennifer Hall-Witt

Offered Fall 2010

HST 253 Women and Gender in Contemporary Europe

Darcy Burkle

Offered Spring 2011

HST 265 Race, Gender and United States Citizenship, 1789–1861

Elizabeth Stordeur Pryor

Offered Fall 2010

HST 278 Women in the United States since 1865

Jennifer Guglielmo

Offered Fall 2010

HST 289 (C) Aspects of Women's History

Topic: The History of Sexuality From the Victorians to the Kinsey Report.

Jennifer Hall-Witt

Offered Fall 2010

HST 371 Problems in 19th-Century United States History

Topic: African-American Women in Slavery and Freedom.

Elizabeth Stordeur Pryor

Offered Fall 2011

HST 383 Research in U.S. Women's History: The Sophia Smith Collection

Topic: American Women in the 19th and 20th Centuries.

Jennifer Guglielmo

Offered Fall 2010

IDP 208 Women's Medical Issues

Leslie Jaffe

Offered Spring 2011

IDP 320 Global Learning Seminar

Topic: Women's Health in India with a Focus on Tibetan Refugees.

Leslie Jaffe

Offered Fall 2010

POR 381 Seminar in Portuguese and Brazilian Studies

Topic: Multiple Lenses of Marginality: New Brazilian Filmmaking by Women

Marguerite Itamar Harrison

Offered Fall 2010

PRS 314 Women's Health: Global Issues

Barbara Brehm-Curtis

Offered Fall 2010

PSY 266 Psychology of Women and Gender

Lauren Duncan

Offered Fall 2010

PSY 374 Psychology of Political Activism

Lauren Duncan

Offered Spring 2011

REL 238 Mary: Images and Cults

Vera Shevzov

Offered Fall 2010

REL 320 Seminar: Jewish Religion and Culture*Topic: Jewish Women's History**Lois Dubin*

Offered Spring 2011

For a list of other courses that may count but are not offered in 2010–11, visit the Program Web site at www.smith.edu/swg/crsmain.html.

SOC 224 Sociology of the Family*Vanessa Adel*

Offered Fall 2010

SOC 229 Sex and Gender in American Society*To be announced*

Offered Spring 2011

SOC 237 Gender and Globalization: Culture, Power and Trade*Payal Banerjee*

Offered Spring 2011

SPN 230 Topics in Latin American and Peninsular Literature*Topic: Female Visions of Mexico.**Patricia Gonzalez*

Offered Spring 2011

SPN 230 Topics in Latin American and Peninsular Literature*Topic: Central American Poetry of War and Peace.**Nancy Sternbach*

Offered Spring 2011

SPN 250 Survey of Iberian Literature and Society*Topic: Sex and the Medieval City**Ibtissam Bouachrine*

Offered Fall 2010

SPN 332 Seminar: The Middle Ages Today*Topic: Queer Iberia and North Africa**Ibtissam Bouachrine*

Offered Fall 2010

THE 215 Minstrel Shows from Daddy Rice to *Big Momma's House**Andrea Hairston*

Offered Fall 2010

THE 319 Shamans, Shapeshifters and the Magic If*Andrea Hairston*

Offered Spring 2011

Interdepartmental and Extradepartmental Course Offerings

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

EDP 290 Mellon Mays Undergraduate Fellows Research Seminar

Seminar on research design and conduct. The development and conduct of research projects including question definition, choice of methodology, selection of evidence sources and evidence evaluation. Participants will present their own research design and preliminary findings. Limited to recipients of Mellon Mays Undergraduate Fellowships. Seminar to be taken twice—once as a junior and once as a senior. Graded S/U only (2 S/U credits each time taken). 2 credits

Naomi Miller

To be arranged

To be arranged to accommodate schedules of MMUF Fellows (90 minutes per week)

IDP 100j Critical Reading and Discussion: “Book Title”

The goal of this course is to continue dialogues and discussions similar to those between students and faculty on the annual summer reading book for entering students during orientation. It represents an opportunity for students and faculty to engage in a sustained conversation about a mutual interest. A book will be selected by an instructor as the core reading for the course. The group will meet no fewer than five times in an informal setting to discuss the book. Attendance and participation is required. Each student will write a five page essay (or a series of essays). This course to be graded S/U only. Enrollment limited to 15 per topic. 1 credit

Margaret Bruzelius, Course Director

Members of the faculty and staff

To be arranged during Interterm

IDP 102 Thinking Through Race

This course offers an interdisciplinary and comparative examination of race in the Americas, as well as in other parts of the world, from the periods of discovery/con-

quest to the present. Although race is no longer held by scientists to have any biological reality, it has obviously played a central role in the formation of legal codes (from segregation to affirmative action), economics (slavery and labor patterns), culture and identities across the Americas and elsewhere. Where did the concept of race come from? How has it changed over time and across space? What pressures does it continue to exert on our lives? By bringing together faculty from a variety of programs and disciplines, and by looking at a range of cultural texts, visual images, and historical events where racial distinctions and identities have been deployed, constructed and contested, we hope to give students a much richer understanding of how race matters. This course will meet for the first seven weeks of the semester. Not open to students who have taken AMS 102. Graded S/U only. (E) 1 credit

Thomas Riddell and Richard Millington (English Language and Literature)

To be arranged

IDP 103 Thinking Through Race Discussion Section

Optional discussion section for IDP 102. (E) 1 credit
Thomas Riddell and Richard Millington (English Language and Literature)

To be arranged

IDP 105 The Arts Around Us

This course offers the opportunity for students to attend live performances in music, dance and theatre, as well as museum exhibits, films and other artistic experiences. Students discuss and write about their responses, and meet some of the performing artists involved in performance events. Graded S/U only. No prerequisite. (E) 1 credit

Carol Christ, Grant Moss

Not offered in 2010–11

IDP 106 Mapping the Renaissance

When a Renaissance noblewoman or a wealthy burgher in Europe sat down to dinner, a whole world was at hand: a statue from ancient Rome, a Book of Hours from France, a consort of musicians playing viols from Spain, spices and silks from Asia, an ivory saltcellar from Africa, silver and tomatoes from America. What old legends, new sciences, dreams of wealth, travelers' tales, and fantasies about perfect societies brought these possessions and entertainments to the table? What did the scientists, philosophers, politicians, artists, composers and writers of the time contribute to this new amalgam and how were they changed by it? Faculty from various disciplines will offer their perspectives on how this period has shaped the material and intellectual spheres we live in now. (E) 2 credits

Ann Jones (Comparative Literature) and John Moore (Art)

Offered Fall 2010

IDP 108 Intellectual Inquiry

An introduction to the disciplines and methods, the possibilities and limitations, the pleasures and the perils of academic investigation. Students will seek to answer three questions posed by the course directors. The questions will not be limited in any way and may come from any corner of the liberal arts. In pursuing their research, students will have available all the facilities of the college, libraries, laboratories, computers, collections, etc. They will work in groups with assistance from selected upper-level students and from members of the college staff. Enrollment limited to first-year students, 15 per section. (E) 1 credit

Not offered in 2010–11

IDP 115 AEMES Seminar

This course teaches students to apply appropriate learning strategies to extend and refine their academic capacities with an emphasis on science, engineering and mathematics. Course content includes research on learning styles and multiple intelligences as well as capacity-building application in critical thinking, problem solving, active reading and information literacy. The format consists of lectures, readings, discussion, guest speakers, written and oral presentations as well as weekly study groups for science, engineering and mathematics courses. Enrollment limited to 20 AEMES scholars. Graded S/U only. 2 credits

Gail Thomas (Jacobson Center for Writing, Teaching and Learning)

Offered Fall 2010

IDP 117j Collecting 101

An introduction to the issues and practical matters of collecting for an institution. This course will allow students to participate in researching and purchasing a work on paper for the Smith College Museum of Art. Through readings and discussions, the class will develop criteria for the acquisition and learn about the history and issues of connoisseurship of the selected medium. Students will also write and present proposals for the acquisition. The purchase decision will be jointly made by students and museum staff. Field trips to other sites will allow students to investigate collecting for historic as well as artistic contexts. Enrollment limited to 15. (E) 1 credit

Jessica Nicoll (Director, Smith College Museum of Art) and Aprille Gallant (Curator of Prints, Drawings and Photographs)

Offered Interterm 2011

IDP 118 The History and Critical Issues of Museums

Through readings and lectures by Smith faculty and guests, we will examine institutions that shape knowledge and understanding through the collection, preservation, interpretation and display of material culture. We will look at the history of museums, the role of museums in preserving and elucidating our cultural heritage, and such critical issues as the ethics of collection and display and the importance of cultural property rights. We will examine different types of museums, using the Smith College Museum of Art and the Smith Botanic Gardens as case studies. The final lecture will consider the future of museums and how they are evolving to meet society's needs. Graded S/U only. 2 credits

Jessica Nicoll, Director, Smith College Museum of Art

Offered Fall 2010

IDP 135 Applied Learning Strategies in Science, Engineering and Mathematics

This course teaches students to apply appropriate learning strategies to extend and refine their academic capacities with an emphasis on science, engineering and mathematics. Course content includes research on learning styles and multiple intelligences as well as capacity-building application in critical thinking, problem solving, active reading and information literacy. The format consists of lectures, readings, discussion, guest speakers, written and oral presentations as well as weekly study groups for science, engineering and mathematics courses. Priority will be given to first-year students recommended by their advisers or class dean.

Enrollment limited to 18. Permission of the instructor required. Graded S/U only. 2 credits

Gail Thomas (Jacobson Center for Writing, Teaching and Learning)

Offered Spring 2011

IDP 142 Women's Sexuality

What does it mean for women's sexuality to be "healthy"? Taking biological, psychological and social views, this course offers a comprehensive overview of the nature of human female sexuality in terms of both its development across the lifespan and its evolutionary antecedents, along with awareness of the science of sexuality. The emphasis throughout the semester is on the implications of the information on women's sexual wellbeing, on both cultural and individual levels. (E) 2 credits

Emily Nagoski

Offered Fall 2010

IDP 150j Introduction to AutoCAD

This course will provide students with an introduction to AutoCAD. Through a combination of short lecture components and hands-on drafting activities, the course will cover tools and techniques for effective 2-dimensional drafting. No previous computer drafting experience is required. Open to all students. Enrollment limited to 24. Graded S/U only. (E) 1 credit

Reid Bertone-Johnson (Landscape Studies)

To be arranged during the first week Interterm 2011

IDP 151j Introduction to SolidWorks

This course will provide students with an introduction to SolidWorks 3D CAD software. Through a combination of short lecture components and hands-on design activities, the course will cover tools and techniques for effective 3-dimensional modeling and parametric design. No previous computer modeling experience is required. Open to all students. Enrollment limited to 18. Graded S/U only. (E) 1 credit

To be announced

To be arranged during the second week Interterm 2011

IDP 250j Applied Design and Prototyping: Design It! Make It!

This course will provide students with an introduction to applied design and prototyping. Students will learn how to transform an idea into a set of sketches, a

computer model and a working prototype. The course will cover design strategies, design communication, documentation, materials, rapid prototyping and manufacturing. Prerequisites: Introduction to AutoCAD or Introduction to SolidWorks. Enrollment limited to 12. Graded S/U only. (E) 1 credit

Susannah Howe (Engineering) and Eric Jensen (Clark Science Center)

To be arranged during the third week Interterm 2011

IDP 208 Women's Medical Issues

A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion, menopause, depression, eating disorders, nutrition and cardiovascular disease. Social, ethical and political issues will be considered including violence, the media's representation of women, and gender bias in health care. An international perspective on women's health will also be considered. (N) 4 credits

Leslie Jaffe (Health Services)

Offered Spring 2011

IDP 300 Museums Concentration Research Capstone Seminar

Required for all seniors pursuing the Museums Concentration, this seminar provides a forum for students to develop research capstone projects that synthesize their previous coursework and practical experiences for the Museums Concentration. These projects are supplemented by weekly seminar meetings in which students will explore and critique the mission and work of museums and contemporary forces shaping them. Class sections will also provide a forum for progress reports and discussion of individual research projects as well as final presentations. Students must have completed the requirements for the Museums Concentration (www.smith.edu/museums). Enrollment limited to 15 seniors completing the Museums Concentration. (E) 4 credits

Jessica Nicoll

Offered Spring 2010

IDP 320 Seminar on Global Learning: Women's Health of Tibetan Refugees In India

The purpose of this seminar is to study women's health and cultural issues within India, with a focus on Tibetan refugees, and then apply the knowledge experientially. During J-term, the students will travel to India and deliver workshops on reproductive health topics to

young Tibetan women living at the Central University of Tibetan Studies in Samath where they will be further educated in Tibetan medicine. The seminar will be by permission of the instructor with interested students required to write an essay explaining their interest and how the seminar furthers their educational goals. Enrollment limited to five students. (E) 4 credits

Leslie R. Jaffe

Offered Fall 2010 and Interterm 2011

PRS 303 Talking Trash

Questions about waste permeate our lives. Perhaps most obviously there is the never-absent concern, across time and culture, about what to do with the waste humans generate in virtue of their biological processes, their practices of production, and their habits of consumption. At the same time, deciding what counts as waste is an inescapable part of our lives. "Waste," along with close relatives such as "trash," "rubbish," and "garbage," is part of the normative vocabulary we employ in evaluating the usefulness of the people and things around us, the projects we undertake, the way we spend our time. Enrollment limited to 12 juniors and seniors. Permission of the instructor required. (E)

{S} 4 credits

Elizabeth V. Spelman (Philosophy)

Offered Fall 2010

PRS 309 Art/Math Studio

This course is a combination of two distinct but related areas of study: studio art and mathematics. Students will be actively engaged in the design and fabrication of 3-dimensional models that deal directly with aspects of mathematics. The class will include an introduction to basic building techniques with a variety of tools and media. At the same time each student will pursue an intensive examination of a particular-individual-theme within studio art practice. The mathematical projects will be pursued in small groups. The studio artwork will be done individually. Group discussions of reading, oral presentations and critiques, as well as several small written assignments, will be a major aspect of the class. Prerequisite: Juniors and seniors with permission of the instructor/s. Enrollment is limited to 15. (E) {A/M} 4 credits

Pau Atela (Mathematics)

Offered Spring 2011

PRS 310 Culture Shocks: A JYA Capstone

This presidential seminar is designed to provide students returning from study abroad with the theoretical apparatus to reflect critically upon their recent experiences. In discussions and written assignments, students will be asked to analyze their own experiences abroad in light of course readings from cultural and media studies. Students from all fields and programs are encouraged to participate. Permission of the instructor required. Prerequisite: Junior year study abroad. Enrollment limited to 12. (E) {S} 4 credits

Helène Visentin and Joseph McVeigh (German Studies)

Offered Fall 2010

PRS 312 Weaker Vessels: Women and Violence Inside and Out

Prison-based seminar with Smith students and women inmates in Chicopee, a medium-security facility 30 minutes from Smith. The course examines representations and implications of violence against women, especially the intersection of violence, gender and power. Through plays, memoirs, critical essays, visual culture and our own writing, we look at how cultural norms shape assumptions about the nature of violence and its manifestations against and by women in our everyday lives. Topics include sexual assault, domestic violence, economic and institutional violence, war and terror as they affect noncombatants, rape as an instrument of war, trafficking. Enrollment limited to 15 juniors and seniors. Enrollment limited to 15 juniors and seniors. Course will be offered at Smith Friday 9 a.m.–noon and off-campus at the Chicopee facility from 2 to 4 p.m. (E) 4 credits

Ellen Kaplan (Theatre)

Offered Fall 2012

PRS 313 Western Encounters in Afghanistan: From Alexander the Great to Modern Archaeology

The course explores select "western" encounters with "Afghanistan," comprising Alexander the Great's campaigns and the establishment of a Greco-Bactrian civilization, the first two Anglo-Afghan Wars (1839–42, 1878–80) in their political, military and social contexts as well as their literary and pictorial representations, emergence of modern archaeology and museums, and the shaping of Afghan cultural identities. We will consider the real and symbolic significance of Afghanistan to these "westerners," its roles in their versions of "Asia" and the challenges they encountered as they tried to put

their imprint upon a land that was proverbially difficult to conquer and harder still to rule. Enrollment limited to 15 juniors or seniors. (E) **(H)** 4 credits

Richard Lim (History)

Offered Spring 2011

PRS 314 Women's Health: Global Issues

In this seminar, students will read, discuss, and interpret current research on a wide range of women's health issues from a variety of countries around the world. We will explore how researchers from various disciplines investigate questions about health, and the implication of the research for health care decisions.

We will also follow current women's health issues in the news, and discuss the process of science reporting. This class is designed to help sharpen the skills of critical reading and research evaluation, to give students experience in looking at real-life issues from interdisciplinary perspectives, as well as to update students on a wide variety of women's health issues. Prerequisite: ESS 140, some background in science and health, and permission of the instructor. Enrollment limited to 15 juniors and seniors. (E) **(N)** 4 credits

Barbara Brehm-Curtis (Exercise and Sport Studies)

Offered Fall 2010

PRS 315 Shaping Religious Identities in the Middle East: Islam and the Others

How are Muslim identities in the Middle East formed and sustained? How are they changed and redefined? How have Muslims interacted with the Jewish and Christian religious cultures that surrounded them from the birth of Islam until today? Informed by these questions, this seminar focuses on the development of Muslims' religious, historical, cultural and political identity and expression in the Middle East as reflective of a process of exposure and contact with Jews and Christians, their religious 'others.' It is open to students with some knowledge of the region seeking to understand the complex and diverse nature of Islam. Prerequisite: GOV 224 or REL 245 or the equivalent. Enrollment limited to 15 juniors and seniors. (E) **(L/H/S)** 4 credits

Donna Robinson Divine (Government) and Suleiman Mourad (Religion)

Offered Spring 2011

PRS 316 Revising the Past in Chinese Literature and Film

This seminar will explore how China recollects, reflects and reinterprets its past, and most importantly, how

Chinese history and its literary and cultural traditions are represented in a new light on the world stage through visual arts. We will begin the focus on biographical and literary texts which are adapted and transformed into cinematic texts. This seminar is open to students interested in Chinese literature and culture, as well as art, comparative literature, history, theater and other disciplines. The students will go to Taiwan upon completion when funding is available. Enrollment limited to 12 juniors and seniors. (E) **(L)** 4 credits
Sujane Wu (East Asian Languages and Literatures)
Offered Spring 2011

QSK 101/MTH 101 Algebra

This course is intended for students who need additional preparation to succeed in courses containing quantitative material. It will provide a supportive environment for learning or reviewing, as well as applying, arithmetic, algebra and mathematical skills. Students develop their numerical, statistical and algebraic skills by working with numbers drawn from a variety of sources. Enrollment limited to 20. Permission of the instructor required. This course does not carry a Latin Honors **(M)** designation. 4 credits

Catherine McCune

Offered both semesters

QSK 103/MTH 103 Math Skills Studio

In this course, students will focus on computational skills, graphing skills, algebra, trigonometry and beginning calculus. Featuring a daily lecture/discussion followed by problem solving drills and exercises stressing technique and application, this course is intended to provide any student with concentrated practice in the math skills essential for thriving in Smith College course-work. Students gain credit by completing all course assignments, including a final self-assessment they will use in developing their own future math skills study plan. Enrollment limited to 20 students. This course to be graded S/U only. Permission of the instructor required. This course does not count toward the major. 2 credits

Catherine McCune, Karyn Nelson

Offered Interterm 2010–11

SPE 100 The Art of Effective Speaking

This one-credit course will give students systematic practice in the range of public speaking challenges they will face in their academic and professional careers. During each class meeting, the instructor will present

material on an aspect of speech craft and delivery; each student will then give a presentation reflecting her mastery of that week's material. The instructor videotapes each student's presentations and reviews them in individual conferences. During class meetings, students will also review and analyze videotapes of notable speeches. Classes will be held for six weeks of the semester, beginning on a date to be determined. Conferences will be scheduled separately. Students must come to the first class prepared to deliver a 3- to 5-minute speech of introduction: *Who I Am and Where I'm Going*. Students also need to bring a blank videotape to class. All the speeches students make during class will be recorded on this tape. Enrollment limited to 10 with priority given to seniors. 1 credit

Debra Carney

Offered Fall 2010, Spring 2011

WTG 100 (C) Popular Nonfiction

Writing for the mainstream press can take many forms, including conventional journalism, narrative journalism, creative nonfiction and a blend of all three. Each section of this course focuses on a different kind of writing for the mainstream press. Taught by experienced professional writers, the different sections offer opportunities to learn aspects of the craft of popular nonfiction writing from the writers who write it. Check the Web site of the Jacobson Center for Writing, Teaching and Learning for sections offered in January 2011.

Enrollment limited to 15. 1 credit

Julio Alves, Director, Jacobson Center for Writing, Teaching and Learning

1. Writing About Spirituality
2. Writing Recipes: Cooking and Memory
3. The Art of the Personal Profile
4. Writing from the Self

Five College Course Offerings by Five College Faculty

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Languages Through the Five College Center for the Study of World Languages

The Five College Center for the Study of World Languages encourages students to embark on language study during their first year of college so that they can achieve the fluency needed to use the language for work in their major field. The center offers two distinct programs with varying pacing options for students who are interested in independent language study. Students interested in either of the following language programs should read the informational Web sites thoroughly and follow the application directions. While the application process is handled by the Five College Center for the Study of World Languages, the tutorial and conversation sessions are held on all five campuses.

For program information and application forms, go to <http://www.umass.edu/fclang>

For mentored course plans and syllabi, go to <http://langmedia.fivecolleges.edu>

To make an appointment at the Center, e-mail fcsilp@hfa.umass.edu or call 413-545-3453.

Five College Mentored Language Program (FCMLP)

The "mentored" course format emphasizes speaking, listening, reading and writing skills. The courses require seven to ten hours per week of independent study, a weekly one-hour conversation session, a weekly thirty-minute individual tutorial with the mentor, and an oral and a written final evaluation. The mentored courses are based on study guides created specifically for this program. Languages offered include Arabic, Czech, Egyptian Colloquial Arabic, Formal Spoken Arabic, Hindi, Levantine Colloquial Arabic, Indonesian, Moroccan Arabic, Pashto, Persian, Swahili, Turkish, Urdu and Yoruba. Mentored courses offer elementary,

some intermediate, and some advanced courses depending on the language.

Five College Supervised Independent Language Program (FCSILP)

The Five College Supervised Independent Language Program (FCSILP) offers students with excellent language skills an opportunity to study a variety of less commonly taught languages. This selective program admits highly motivated students with a record of past success in language learning. Students admitted into the program normally have received high grades in previous language courses; have completed the language requirement of their college; have taken at least one intermediate or advanced college-level course in a language other than their first language(s); and/or have developed a high level of proficiency in a second language by living or studying abroad.

FCSILP stresses oral proficiency and consists of three components: (1) seven to ten hours a week of independent study using a combination of textbooks, workbooks, CDs and DVDs, software, and online materials (course components vary by language); (2) a weekly conversation practice session led by a native speaking conversation partner; and (3) a final oral exam given by a professor accredited in the target language. Each language offered in the program is divided into four levels of study. The four levels constitute four parts of an elementary course.

Languages currently offered:

African Languages: Hausa (Nigeria), Shona (Zimbabwe), Twi (Ghana), Wolof (Senegal), Zulu (South Africa)

European Languages: Bosnian (Serbo-Croatian), Bulgarian, Croatian (Serbo-Croatian), Georgian, Modern Greek, Hungarian, Norwegian, Romanian, Serbian (Serbo-Croatian), Slovak, Ukrainian

Middle Eastern and Asian Languages: Tibetan, Thai, Vietnamese

African Studies

Catharine Newbury, Professor of Government (at Smith College in the Five College Program), will be on leave in Fall 2010.

Government 321. Seminar: The Rwanda Genocide in Comparative Perspective

In 1994 Rwanda was engulfed by violence that caused untold human suffering, left more than half a million people dead, and reverberated throughout the Central African region. Using a comparative perspective, this seminar explores parallels and contrasts between Rwanda and other cases of genocide and mass murder in the 20th century. Topics include the nature, causes, and consequences of genocide in Rwanda, regional dynamics, the failure of the international community to intervene, and efforts to promote justice through the U.N. International Criminal Tribunal for Rwanda. We will also consider theories of genocide and their applicability to Rwanda, exploring comparisons with other cases such as the Armenian genocide, the Holocaust, the destruction of the Herero, and war in Sierra Leone and the Democratic Republic of the Congo.

Second Semester. Smith College

Political Science 391. Women and Politics in Africa

This course will explore the genesis and effects of political activism by women in Africa, which some believe represents a new African feminism, and its implications for state/civil society relations in contemporary Africa. Topics will include the historical effects of colonialism on the economic, social, and political roles of African women, the nature of urban/rural distinctions, and the diverse responses by women to the economic and political crises of postcolonial African polities. Case studies of specific African countries, with readings of novels and women's life histories as well as analyses by social scientists.

Second Semester. University of Massachusetts

Arabic

Heba Arafah, Five College Lecturer in Arabic (at Mount Holyoke College in the Five College Program).

Asian 130f. First-Year Arabic I

This year-long course introduces the basics of Modern Standard Arabic. The course concentrates on all four skills: speaking, listening, reading, writing. Beginning with a study of Arabic script and sound, students will complete the study of Elementary Arabic by the end of the academic year. Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in role plays, debates, and conversations throughout the year. (4 credits)

First semester. Mount Holyoke College

Asian 131s. First-Year Arabic II

This year-long course introduces the basics of Modern Standard Arabic. The course concentrates on all four skills: speaking, listening, reading, writing. Beginning with a study of Arabic script and sound, students will complete the study of Elementary Arabic by the end of the academic year. Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in role plays, debates, and conversations throughout the year. (4 credits)

Second semester. Mount Holyoke College

Mohammed Mossa Jiyad, Senior Lecturer in Arabic (at Mount Holyoke College in the Five College Program).

Asian 232f. Second-Year Arabic I

This course continues Elementary Arabic I, study of modern standard Arabic. It covers oral/aural skills related to interactive and task-oriented social situations, including discourse on a number of topics and public announcements. Students read and write short passages and personal notes containing an expanded vocabulary on everyday objects and common verbs and adjectives. (4 credits)

First semester. Mount Holyoke College

Arabic 233s. Second-Year Arabic II

This course continues Elementary Arabic I, study of modern standard Arabic. It covers oral/aural skills related to interactive and task-oriented social situations, including discourse on a number of topics and public announcements. Students read and write short passages and personal notes containing an expanded

vocabulary on everyday objects and common verbs and adjectives. (4 credits)

Second semester. Mount Holyoke College

Asian 320s. Arab Women Novelists' Works

The objective of the seminar is to give a well-rounded picture of the problems still confronting women in the Arab world and of the efforts being made by them to achieve a fuller and more equal participation in all aspect of life. Furthermore, the seminar attempts to identify the significant patterns of change in the status of women in the novels of the foremost feminist reformists who, from the turn of the century, have been clamoring for the betterment of condition for women within their societies. Through these novels students can clearly identify discernible trends that have already been put in motion and are in the process of creating new roles for women and men in a new society.

Second semester. Mount Holyoke College

Archeology

Elizabeth Klarich, Assistant Professor of Anthropology (at Smith College in the Five College Program).

Anthropology 135. Introduction to Archaeology

The study of past cultures and societies through their material remains. How archaeologists use different field methods, analytical techniques, and theoretical approaches to investigate, reconstruct, and learn from the past. Data from settlement surveys, site excavations, and artifact analysis are used to address economic, social, political, and ideological questions across time and space. Course taught from an anthropological perspective, exploring key transitions in human prehistory, including the origins of food production, social inequality, and state-level societies across the globe. Relevance of archaeological practice in modern political, economic, and social contexts is explored. Limit 30.

First Semester. Smith College

Anthropology 216-01. Collecting the Past: Art and Artifacts of the Ancient Americas

Early European explorers, modern travelers, collectors, curators, and archaeologists have contributed to the development of ancient Latin American collections in museums across the globe. This course traces the history of these collecting practices and uses recent case studies to demonstrate how museums negotiate—successfully and unsuccessfully—the competing interests of scholars, donors, local communities and interna-

tional law. Students will learn how archaeologists study a variety of artifact types within museum collections and will have the opportunity to conduct independent research projects using pre-Columbian pottery collections from the Mount Holyoke Art Museum. Limit 15.

First Semester. Mount Holyoke College

Anthropology 237. Native South Americans

Archaeology and ethnography are combined to survey the history and cultures of indigenous South America, from the earliest settlements to contemporary communities. Topics include: early migration, cultural classifications, pre-Hispanic socio-political patterns, native cosmologies and ecological adaptations, challenges to cultural survival and indigenous mobilizations. Team taught by a cultural anthropologist (Donald Joralemon) and archaeologist (Elizabeth Klarich).

Second Semester. Smith College

Anthropology 33. The Archaeology of Food

This course explores how and why humans across the globe began to domesticate plant and animal resources approximately 10,000 years ago. The first half of the course presents the types of archaeological data and analytical methods used to study the “agricultural revolution.” The second half examines case studies from the major centers of domestication in order to investigate the biological, economic, and social implications of these processes. Special emphasis will be placed on exploring the relationship between agriculture and sedentism, food and gender, the politics of feasting, and methods for integrating archaeological and ethnographic approaches to the study of food.

Second Semester. Amherst College

Architectural Studies

Thom Long, Assistant Professor of Architecture and Design (at Hampshire College in the Five College Program), will be on leave in Fall 2010.

HACU 307. Think. See. Do—Concentrations in Studio Architecture

This course is open to second-year Division II and Division III students, and Five College Architectural Studies seniors completing or anticipating thesis studio projects in architecture and design. It will enable students to develop individual projects in a collaborative studio setting. Students will work to further develop their self-proposed projects while learning new design and representational skills to both gain additional insights and hone addi-

tional tools for their particular exploration. This course will be marked by an intense reading and discussion period, followed by both writing and design production on topics both culled from our readings and individual student projects. The fundamental thinking for this course is that the power of the art of architecture lies not in the complexity of the object, but in the complexity of the subject. Through this, our approach will be to dissect, unpack, analyze and critique the nature and action of subjects (those inhabiting architecture) to formulate design responses and interactions. Students will work with multiple methodologies and techniques for addressing a wide range of issues from the theoretical to the actual, incorporating new means, methods and applications learned throughout the course. Students must have an individual project ready or in progress at the start of the term. Five College students should have an established work methodology, have taken several studios in architectural design and intend to use this course to complete a compressed single-semester thesis project.

Second semester. Hampshire College

Euro Studies 52/Art 16. Designing Across Borders and Time

In this intermediate architectural design studio we will explore the intellectual and creative process of making and representing architectural space. The focus will be to explore the boundaries of architecture—physically and theoretically, historically and presently—through digital media. Our process will prompt us to dissect 20th-century European architectures and urban spaces and to explore their relationships to contemporary, global issues. The capstone of the course will be a significant design project (TBD) requiring rigorous studio practices, resulting in plans, sections, elevations and digital models. This course will introduce students to various digital diagramming, drawing and modeling software, while challenging students to question the theoretical and practical implications of these interdisciplinary media processes. The prerequisite for this course is Drawing I, but a semester of design or sculpture is recommended. This course will combine lectures, reading, discussion and extensive studio design. Limited to 11 students.

Second semester. Amherst College

Art and Technology

John Slepian, Assistant Professor of Art and Technology (at Hampshire [home campus] and Smith Colleges in the Five College Program), will be on leave in Fall 2010.

IA 297. Video Art in the 21st Century

To quote artist and critic Catherine Elwes, "video is the default medium of the 21st Century." Today video screens and projections are everywhere from cell phones to the sides of buildings, and video has become one of the most prominent media in museum and gallery exhibitions. In particular, screens and projections are a prominent component of much contemporary sculpture and installation. Throughout this course, we will study not only the history of video as gallery art form, but also some of its most important themes, including: structuralism and the form of the moving image, depictions of the body and space, video as a representation of culture and gender and digital imaging. Readings will include works by theorists Sergei Eisenstein, Laura Mulvey, Marshall McLuhan and Lev Manovich. We will look at the work of artists Joan Jonas, Martha Rosler, Vito Acconci, Bill Viola, Mariko Mori and Matthew Barney, among others. Mostly importantly, this is a studio critique course. During the semester students will create a number of screen-based and video installation works. Prerequisites: Some experience with basic video production and editing tools (your home camera and iMovie are fine) and at least one studio art course in any medium.

Second semester. Hampshire College

ARS 361. Interactive Digital Multimedia

This course emphasizes individual projects and one collaborative project in computer-based interactive Multimedia production. Participants will extend their individual experimentation with time-based processes and development of media production skills (3D animation, video and audio production) developed in the context of interactive multimedia production for performance, installation, CD-ROM or Internet. Critical examination and discussion of contemporary examples of new media art will augment this course. Prerequisites: ARS 162 and permission of the instructor. Enrollment limited to 14.

Second semester. Smith College

Asian/Pacific/American Studies

Richard Chu, Associate Professor of History (at the University of Massachusetts in the Five College Program), will be on leave in 2010–11.

Sujani Reddy, Assistant Professor of American Studies (at Amherst College in the Five College Program).

American Studies 11. Changing America

This course introduces students to the interdisciplinary field of American studies by exploring a central theme: "change" in America. Since its inception as a nation-state and an ideal, "America" has been open to contestation over its meaning and manner of belonging. Who or what constitutes America? How has that constitution changed over time, and what might that tell us about the possibilities for its future? How does the field of American studies offer particular methods that help us think through these changes, to think through the relationship between thought and action? The course will outline a broad sweep of US history while focusing in on particular moments and/or examples to provide depth. Topics may include, but not be limited to, immigration, US imperialism, borders, civil rights, cultural production and material culture. Throughout we will pay particular attention to how America has been shaped by struggles for racial, ethnic, gender, class and sexual freedoms, focusing on how these have been situated within formal and informal social movements. In addition, we will consider the shift within American studies from an emphasis on American "exceptionalism" to a consideration of America's enduring social, political and cultural structures in a global, transnational framework. We will draw course materials from a range of sources and perspectives, such as those found in popular culture, historical archives, critical race theory, film, music, sociology, critical legal studies, literature, visual culture and social and cultural history. In addition, as possible, the course will include guest speakers currently involved in the process of "changing America."

First Semester. Amherst College

SS 269. From "Cheap Labor" to "Terror Suspect": South Asian Migration and U.S. Racial Formation

This course focuses on the political, economic, ideological, social and cultural dimensions of South Asian migration to the United States as a case study for investigating processes of U.S. racial formation. In particular, we will unpack both the "exceptionality" of elite migration from South Asia (the "model minority") and the post-9/11 category of South Asian/Arab/Muslim within the larger context of South Asian diaspora (hi)stories. We will begin, roughly, with Indian labor migration with the system of British colonial indenture, proceed through the "free" labor migration of workers in the colonial and post-colonial period, and conclude with the place of South Asia and South Asians in the

US-led war on terror. Our approach will be interdisciplinary, working with social theory and history as well as literature, film and music. Our primary analytic lens will be critical race theory, broadly construed to interrogate the interrelationships between hierarchies of race, gender, class, sexuality, nation and religion

First Semester. Hampshire

American Studies 32. Racialization in the U.S.: The Asian/Pacific/American Experience

This course is an interdisciplinary introduction to Asian/Pacific/American Studies. We will begin by looking at the founding of the field through the student-led social movements of the 1960s and ask ourselves how relevant these origins have been to the subsequent development of the field. We will then use questions that arise from this material to guide our overview of the histories, cultures, and communities that make up the multiplicity of Asian/Pacific America. Topics will include, but not be limited to, the racialization of Asian Americans through immigrant exclusion and immigration law; the role of U.S. imperialism and global geo-politics in shaping migration from Asia to the U.S., the problems and possibilities in a pan-ethnic label like A/P/A, interracial conflict and cooperation, cultural and media representations by and about Asian Americans, diaspora and homeland politics. In addition, throughout the semester we will practice focusing on the relationships between race, gender, class, sexuality and nation. The ultimate goal of the course is to develop a set of analytic tools that students can then use for further research and inquiry. Limited to 20 students.

Second Semester. Amherst College

American Studies 221. From Civil Rights to Immigrant Rights: The Politics of Race, Nation and Migration Since World War II

This course defines, analyzes and interrogates processes of US racial formation with a particular focus on immigration, immigrant communities and the question of immigrant rights. We will begin by examining both race and racism as elements in the historical process of "racialization," and proceed by positing racialization as key to understanding the political, economic, social and cultural dynamics of the United States. Our inquiry will begin with World War II and its immediate aftermath, paying particular attention to struggles for civil rights, the continuity of race-based social justice movements, and the emergence of a "post-civil rights" political landscape in the U.S. From there we

will continue through to the present day. Topics will include an outline of the basic patterns of migration to the United States during this time period; the role that empire has played in creating these flows; questions of naturalization, citizenship and family reunification; immigrant labor; "illegal" immigrants; nativism and anti-immigration movements; criminalization, incarceration and deportation; the politics of culture; the relationships between gender, sexuality, race, class and nation; and diaspora/transnationalism. Throughout we will pay specific attention to the shape of contemporary debates about immigration and their relationship to the histories we consider.

Second Semester. Smith College

Dance

Constance Valis Hill, Professor of Dance (at Hampshire College in the Five College Program).

HACU/SS 128T. Protest Traditions in American Dance: African American Social and Performance History

African American dance and music traditions have played critical roles in African American struggles to sustain their humanity—to express joy and pain through their bodies and through a particular relationship to rhythm. This class will explore the forms, contents and contexts of black traditions that played a crucial role in shaping American dance in the 20th century; looking to how expressive cultural forms from the African diaspora have been transferred from the social space to the concert stage, and inhaled wholesale into the mainstream of American popular culture. Viewing American cultural history through the lens of movement and performance, we will begin with an exploration of social dance during slavery and the late 19th Century when vibrant social dances insisted that black bodies, generally relegated to long hours of strenuous labor, devote themselves to pleasure as well. The bulk of the course will focus on black protest traditions in discerning how the cakewalking performances of Ada Overton and George Walker; proto-feminist blues and jazz performances of Bessie Smith and Josephine Baker; stair dances of Bill Robinson and class-act tap dancing of Honi Coles and Cholly Atkins; protest choreographies of Katherine Dunham, Pearl Primus, Donald McKayle and Eleo Pomare; resistive choreographies of Jawole Willa Jo Zollar and Ronald K. Brown; and the hip-hop performances of Rennie Harris can be viewed as corporeal embodiments of the centuries-long

freedom struggle—whether non-violent, confrontational or contestational—and how these modes of performance reflect an increasing independent free black voice demanding equal inclusion in the body politic. This course will provide a strong foundation for students who want to pursue Black Studies and will acquaint students with methodologies utilized in performance and historical studies.

First Semester. Hampshire College

Theater and Dance 24. Twentieth-Century American Dance: Sixties Vanguard to Nineties Hip-Hop

Cool, candid, athletic; playful, arrogant and promiscuous: Sixties experimental dance works were wildly divergent but can collectively be seen as a revolt against the institution of American modern dance as they offered bold alternatives as to who was a dancer, what made a dance, what was "beautiful" and worth watching, and what was "art." Mirroring the decade that was marked by tumultuous social and political change, and guided by the decade's liberating ideal, sixties vanguard dancers often outrageously (and naively) invalidated modern dance's authority by "going beyond democracy into anarchy," Jill Johnston wrote about the rebels of the Judson Dance Theatre. "No member outstanding. No body necessarily more beautiful than any other body. No movement necessarily more important or more beautiful than any other movement."

This survey of 20th-century American dance moves from the sixties—a decade of revolt and redefinition in American modern dance that provoked new ideas about dance, the dancer's body and a radically changed dance aesthetic—to the radical postmodernism of the nineties when the body continued to be the site for debates about the nature of gender, ethnicity and sexuality. We will investigate how the political and social environment of the sixties, particularly the Black Power and Women's Movement, informed the work of succeeding generations of dance artists and yielded new theories about the relationship between cultural forms and the construction of identities.

First Semester. Amherst College

HACU 270. Jazz Modernism

Embellishing upon Ralph Ellison's astute remark that much in American life is "jazz shaped," this course presents a multidisciplinary introduction to the study of jazz and its inflection of modern American expressive culture in the 20th century. We will learn as much about jazz as an American vernacular musical form

with a distinct African heritage, as how the music has made its cross-disciplinary mark in the literary, visual and performing arts. Learning how to listen to the music is crucial to recognizing how jazz became the motive and method for shaping a distinctly modernist aesthetic. We will examine the relationship between jazz music and dance, looking at how jazz rhythm, improvisation, call-and-response patterning and elements of swing altered the line, attack, speed, weight and phrasing of contemporary dance forms. And ultimately consider jazz as the master trope of the 20th century, the definitive sound and shape of America. This course invites musicians, dancers, visual and media artists to engage in the process of making jazz art; and requires an out-of-class jazz listening lab.

Second Semester. Hampshire College

Dance 377. Fleeting Images: Choreography on Film

From silent slapstick comedies, animated cartoons, water ballets and grandiose musicals to experimental abstractions, martial arts action films, and music television videos, the dancing body has riveted the camera's eye since the creation of moving pictures at the turn of the 20th century. This course examines the centrality of dance in the motion picture; and at the same time, shows how the medium of film has transformed the physics of dance (time, space, energy) into fantastical visual dimensions. We will focus on works that have most successfully produced a true synthesis of the two mediums, negotiating between the spatial freedom of film and the time-space-energy fields of dance; the cinematic techniques of camera-cutting-collage and the vibrant continuity of the moving body. As we analyze the kinetic images that are choreographies of body and camera (discerning how each move is rhythmically paced, shot, edited and scored; and the roles of the choreographer, director, editor in shaping and controlling the moving image), we hope to enlarge the concept of dancing in film genres and gain an understanding of how dance functions to maintain and assert cultural and social identities. Putting theory into practice, we will form small group collaborations to create an original study in choreography for the camera. Students will be expected to engage in all aspects of production, from concept, storyboard, choreography and performance to direction, lighting, sound and editing.

Second Semester. Smith College

English

Jane Degenhardt, Assistant Professor of English (at the University of Massachusetts in the Five College Program).

English 221. Shakespeare Lecture

This course offers a broad survey of Shakespeare's plays, including a sampling of comedies, tragedies, histories and romances. We'll unlock the mysteries of Shakespeare's plays by focusing on the beauty of their language, the cultural norms that they challenge, and the realities of theater and performance in Renaissance England. Why do we read Shakespeare? Why do his plays continue to resonate today? Under what conditions were his plays written and performed? Through careful reading and discussion, we will explore what makes Shakespeare's plays so powerful, both for Renaissance audiences and for modern-day ones. Special attention will be given to Shakespeare's exploration of cultural outcasts, his playful manipulations of gender and sexuality, and his often unsettling moral messages. Two essays, a mid-term and a final exam. Attendance at lecture and consistent participation in discussion sections required.

First Semester. University of Massachusetts

HACU 295. Religion, Magic and the Shakespearean Stage

Religious rituals, black magic, and theatrical entertainment were linked by controversy in Shakespeare's England: were they potent acts or empty performances? How did they seduce and endanger unwitting audiences? Foregrounding the plays of Shakespeare and his contemporaries, we will explore the intersecting cultural histories of religious persecution, witchcraft trials, and movements to close down the theaters. We will consider how England's religious culture was destabilized not only by the Protestant Reformation but also by global trade and travel, which increasingly exposed the English to Islam, Judaism and other religions of the world. To what extent did audiences believe in the power of Othello's witchcraft, Prospero's conjuring, or Paulina's miraculous resurrection? Why was theatrical enactment considered so dangerous? Our focus will extend beyond the interpretation of simple representational allusions to grapple with the particular semiotics of theatrical performance. Plays may include *The Winter's Tale*, *Hamlet*, *The Comedy of Errors*, *Love's*

Labor's Lost. Othello. Macbeth. The Tempest. Pericles. The Witch of Edmonton and Faustus. [limited to Div 2 and Div 3 students]

First semester. Hampshire College

English 391N. British Literature Survey I

This course provides a survey of medieval and Renaissance literature, with a thematic focus on sex and violence. (The course fulfills the requirement for ENG 201.) In what ways do sex and violence go together? Is violence an intrinsic part of "good" sex, and is it always antithetical to "moral" sex? What makes the effect funny, exciting, scary, or misogynistic? We will cover a broad range of canonical medieval and Renaissance texts with attention to issues of form, genre and historical context. You'll learn about Chaucer, Spenser and Shakespeare, but you'll also learn about the different worlds in which they lived and the categories through which they imagined other, more fantastical worlds. Primary texts include Chretien de Troyes' *Knight of the Cart*; selections from Chaucer's *Canterbury Tales*; Spenser's *The Faerie Queen*; Shakespeare's *Othello* and *Measure for Measure*; John Donne's *Holy Sonnets*; and Behn's *Oroonoko*.

Second Semester. University of Massachusetts

English 51. Encountering Islam in Medieval and Renaissance Literature

This course provides an introduction to some of the most popular texts of the medieval and Renaissance periods in England by focusing on stories of Christian-Muslim encounter. These stories of interfaith conflict and union offer an important prehistory to the highly-charged relations between Christians and Muslims today. Such interfaith encounters lay at the center of numerous early modern texts, generating a wide variety of stories about love, warfare, friendship and conversion. We will place these stories in their proper historical contexts, learning about the history of the Crusades as well as about the rise of English commerce with the Ottoman empire. How did literature contribute to the formations of religious, national and racial identity? We will consider the interrelations between literary form and cultural history, as well as the significance of genre in shaping stories of Christian-Muslim encounter. Texts include poetry, prose, and drama by such authors as Geoffrey Chaucer, John Mandeville, Geoffrey of Monmouth, Edmund Spenser, William Shakespeare, Christopher Marlowe, Mary Wortley Montagu and others.

Second Semester. Amherst College

Film/Video

Baba Hillman, Associate Professor of Video/Film Production (at Hampshire College in the Five College Program).

HACU124T. Feminist Film and Performance

This course combines film/video practice and theory. Through readings, screenings and discussion we will question the visual and performative approaches of a range of filmmakers and performers. We will discuss the works of Yamina Benguigui, Ximena Cuevas, Martha Rosler, Fanta Regina Nacro and Mona Hatoum among others, and will examine the diverse performative strategies these artists use to confront questions of feminism, gender, race, sexuality and transnationality. We will consider the ways in which these works cut across performative codes in moves that question the act and meaning of performance in relation to media; how they reflect the artists' drive to create visual and physical languages that embody the questions and ideas that inspire them. Students will complete two projects in film or video.

First Semester. Hampshire College

Communications 497J. Advanced Video Production: Paris and the Banlieues—Cityscape and Cinematography in French and Francophone Cinema

This advanced film/video production/theory course will address changing cinematic representations of the architecture and urban space of Paris and the surrounding suburbs. We will consider shifting representations of the city and the body of the performer in the films of Jean Vigo, Jacques Rivette, Marcel Carné, Jean-Luc Godard, Claire Denis, Abdellatif Kechiche and Yamina Benguigui. We will analyze performances of identities, emphasizing the body as the primary site of a daily negotiation of language and culture. Students will be encouraged to question how performative languages of movement and speech, in relation to architecture and geography, function as aesthetic systems that reflect the ways in which the body is coded in terms of gender, race and class. Workshops on cinematography, lighting, sound and directing will be offered, and students will be expected to complete three video projects. The course will also include a study of texts by Carrie Tarr, Giuliana Bruno, Sadie Plant and Michel Chion.

First Semester. University of Massachusetts

HACU 399. Film/Photography/Video Studies Seminar

This course is open to film and photography concentrators in Division III and others by consent of the instructor. The class will attempt to integrate the procedural and formal concentration requirements of the College with the creative work produced by each student. It will offer a forum for meaningful criticism and exchange. In addition, specific kinds of group experience will be offered: field trips to museums, galleries, and other environments; a guest lecture and workshop series; and encounters with student concentrators, teachers, and professionals who are in the other visual arts or related endeavors. There will be a \$50 lab fee. Enrollment is limited to Division III concentrators; contracts must have been filed prior to enrollment. All others must have permission of the instructor.

Second Semester. Hampshire College

English 82. Production Workshop: Narrative Cinema in a Global Context

This course will introduce students to a diverse range of approaches to narrative filmmaking. Students will gain skills in videomaking and criticism through project assignments, readings and analysis of critical discourses that ground issues of production. The course will include workshops in cinematography, sound recording, lighting and editing. Screenings will include works by Jia Zhangke, Claire Denis, Charles Burnett and Lucrecia Martel. Students will complete three video projects.

Second Semester. Amherst College

Bernadine Mellis, Visiting Artist in Film Studies (at Mount Holyoke College in the Five College Program).

Film Studies 210. Experimental Documentary: Beginning Video Production

In this course, we'll radically rethink what it means to use film to tell the truth, bear witness, or represent reality. We'll explore work that challenges conventions while still locating itself (if uneasily) under the umbrella of documentary. Through screenings, readings, and our own video projects, we will investigate various critical interventions into the form. We will look at the diary film, performative documentary, reworked archival imagery, the essay film, ambient video, multimedia, hybrid forms, queered texts and more. And as introduction to video production, the course will provide a foundation in the principles, techniques and equipment involved in making short videos.

Prerequisite: Introduction to Film Studies. Application

and permission of instructor required. Enrollment limited to 12.

First Semester. Mount Holyoke College

FLS 282. Advanced Video Seminar: Documentary Production Workshop

In this class, we will take skills and insights gained in introductory production courses and develop them over the length of the semester through the creation of one short documentary project, 10-20 minutes long. We will explore the ethical questions and ambivalences inherent in this medium, seeking complex answers to difficult questions about representation and the often blurry lines between fiction and nonfiction. We will watch documentaries each week, films that introduce us to new ideas and information both in their content and in their form. Come with your idea; we will hit the ground running with proposal writing the first week. Prerequisite: Beginning Video Production or its equivalent. Application and permission of instructor required. Enrollment limited to 10.

First Semester. Smith College

Film Studies 310. Documentary Workshop: Advanced Video Production

In this class, we will take skills and insights gained in introductory production courses and develop them over the length of the semester through the creation of one short documentary project, 10-20 minutes long. We will explore the ethical questions and ambivalences inherent in this medium, seeking complex answers to difficult questions about representation and the often blurry lines between fiction and nonfiction. We will watch documentaries each week, films that introduce us to new ideas and information both in their content and in their form. Come with your idea; we will hit the ground running with proposal writing the first week. Prerequisite: Beginning Video Production or its equivalent. Application and permission of instructor required. Enrollment limited to 10.

Second semester. Mount Holyoke College.

Communications 397CC. Intro Video Production: First Person Documentary

This introductory video production course will emphasize documentary filmmaking from the first-person point of view. We will use our own stories as material, but we will look beyond self-expression, using video to explore places where our lives intersect with larger historical, economic, environmental, or social forces. We

will develop our own voices while learning the vocabulary of moving images and gaining production and post-production technical training. Through in-class critiques, screenings, readings and discussion, students will explore the aesthetics and practice of the moving image while developing their own original projects. Prerequisite: Introduction to Film Studies. Application and permission of instructor required. Enrollment limited to 12.

Second semester. University of Massachusetts

Geosciences

J. Michael Rhodes, Professor of Geochemistry (at the University of Massachusetts in the Five College Program).

Geo 105. Dynamic Earth

The earth is a dynamic planet, constantly creating oceans and mountain ranges, accompanied by earthquakes and volcanic eruptions. This course explores the scientific ideas that led to the scientific revolution of plate tectonics; how plate tectonics provides a comprehensive theory explaining how and why volcanoes and earthquakes occur; and the hazards that they produce and their impact on humans. Emphasis is placed on current earthquake and volcanic events, as well as on momentous events from the past, such as the San Francisco earthquake of 1906, the A.D. 79 eruption of Vesuvius that destroyed Pompeii, and the more recent eruptions of Mount St. Helens (Washington), Pinatubo (Philippines) and Kilauea (Hawaii).

First semester. University of Massachusetts

Geo 591V. Volcanology

A systematic discussion of volcanic phenomena, including types of eruptions, generation and emplacement of magmas, products of volcanism, volcanic impact on humans, and the monitoring and forecasting of volcanic events. Case studies of individual volcanoes illustrate principles of volcanology, with particular emphasis on Hawaiian, ocean-floor and Cascade volcanism.

Each week deals with a particular topic in volcanism and includes a lecture, readings from the textbook and class presentations. For the class presentation, each student is required to select and read a paper from an appropriate journal, and come to class prepared to discuss the paper.

Honors students will "adopt" a currently active volcano. They will report, on a regular basis, to the class what their volcano is doing during the semester, and prepare a final term report on their adopted volcano. Second Semester. University of Massachusetts

History

Nadya Sbaiti, Assistant Professor of Middle Eastern History (at Smith [home campus] and Mount Holyoke colleges in the Five College Program).

History 208. Making of the Modern Middle East

Survey of the factors shaping principal political, economic, and social life in the Middle East and North Africa from the 18th through the 20th centuries. Examines multiplicity of societies, customs and traditions; British, French and U.S. imperialism; the creation of modern states; development of nationalist, socialist and Islamist ideologies; the emergence and impact of Zionism; the Islamic revolution in Iran; the Gulf wars and the geopolitics of oil. Throughout, special attention devoted to the changes affecting the lives of individuals and social groups like women, workers and peasants.

First Semester. Smith College

History 301. Women and Gender in the Middle East

Middle Eastern women are often portrayed in the Western media as oppressed, and a fixed, unchanging notion of "Islam" is frequently cited as the most significant source of such oppression. But what exactly is meant by "Middle Eastern women"? This seminar is designed to provide students with a nuanced historical understanding of issues related to women and gender in the region, including countries from Morocco to Iran, and including Turkey.

After an introduction to the main themes and approaches in the study of gender in the region, the first part of this course examines the development of discourses on gender as well as the lived experiences of women from the rise of Islam to the highpoint of the Ottoman Empire. The second part focuses on 19th- and 20th- century history. Topics to be covered include the politics of marriage, divorce and reproduction; women's political and economic participation; and Islamist movements. The final section of the course explores the new fields of masculinity, homosexuality, and transsexuality in the Middle East.

First Semester. Mount Holyoke College

History 307. The Middle East and World War One (Seminar)

This seminar will examine the Middle East in the context of the First World War and its immediate and far-reaching aftermath. This pivotal yet completely understudied historical moment cemented new imaginings of both nation and state, with consequences for population movements, changing political compasses, and new social, cultural, economic and religious formulations. Topics covered include democratic and anti-colonial formulations, Arab and state nationalisms, Zionism and Islamism, as well as labor, communist and women's movements. We will do close readings of a variety of primary sources, including diplomatic and political documents, memoirs, press clipping, photographs and films.

Second Semester. Smith College

History 111. Middle East History From the Rise of Islam to the Ottoman Empire

Survey of principal economic, social, cultural and political features of the Middle East and North Africa from late sixth through 17th centuries. Topics include: rise of the new monotheistic faith of Islam; the formation and evolution of classical and medieval Muslim institutions; local diversities within the unifying systems of Muslim beliefs, law and administration; Muslim reactions to the Crusades and the Mongol invasions; the emergence of Islamic imperial systems; and material and intellectual exchanges and interactions between Muslim and non-Muslim communities and polities.

Survey of principal economic, social, cultural and political features of the Middle East and North Africa from late sixth through seventeenth centuries. Topics include: rise of the new monotheistic faith of Islam; the formation and evolution of classical and medieval Muslim institutions; local diversities within the unifying systems of Muslim beliefs, law and administration; Muslim reactions to the Crusades and the Mongol invasions; the emergence of Islamic imperial systems; and material and intellectual exchanges and interactions between Muslim and non-Muslim communities and polities

Second Semester. Mount Holyoke College

Teresa Shawcross, Assistant Professor of History (at Amherst [home campus] and Mount Holyoke colleges in the Five College Program).

History 13. Medieval Europe: From Charlemagne to Columbus

The period from the rise of the Holy Roman Empire to the discovery of the New World has been rightly described as the "making of Europe." This course explores aspects of medieval institutions, society and culture from the Mediterranean to Scandinavia and beyond, looking at royal and aristocratic authority, the power of the papacy, and the emergence of urban classes. Attention will be drawn to agrarian and commercial revolutions, to technological advances and revivals of intellectual activity, letters and the arts, but also to warfare and religious conflict. We will discover how people lived, how they viewed themselves, and how their perceptions of the world changed. Two class meetings per week.

First Semester. Amherst College

History 217. The Crusades

Immortalized in modern books and on film, the Crusades were a central phenomenon of the Middle Ages. This course examines the origins and development of the Crusades and the Crusader States in the Islamic East. It explores dramatic events, such as the great Siege of Jerusalem, and introduces vivid personalities, including Richard the Lionheart and Saladin. We consider aspects of institutional, economic, social and cultural history, and compare medieval Christian (Western and Byzantine), Muslim and Jewish perceptions of the crusading movement. Finally, the resonance the movement continues to have in current ideological debates will be subjected to critical examination

First Semester. Mount Holyoke College

History 38. The Crusades

Immortalized in modern books and on film, the Crusades were a central phenomenon of the Middle Ages. This course examines the origins and development of the Crusades and the Crusader States in the Islamic East. It explores dramatic events, such as the great Siege of Jerusalem, and introduces vivid personalities, including Richard the Lionheart and Saladin. We will consider aspects of institutional, economic, social and cultural history and compare medieval Christian (Western and Byzantine), Muslim and Jewish perceptions of the crusading movement. Finally, we will critically examine the resonance the movement continues to have in current ideological debates. Two class meetings per week.

Second Semester. Amherst College

History 219. The Byzantine Empire

Based in Constantinople—ancient Byzantium and present-day Istanbul the Eastern Roman or Byzantine Empire, survived the collapse of the Western Roman Empire by over a millennium. This long-lived state on the crossroads of Europe and Asia was Roman in law, civil administration and military tradition, but predominantly Greek in education and language and Christian in religion. The course explores the changing face of medieval Byzantium as it turned itself into one of the greatest civilizations the world has ever known. We trace the empire's survival through the dramatic centuries of the Islamic conquests, Iconoclasm and the Crusades, until its final fall to the Ottoman Turks.

Second Semester. Mount Holyoke College

International Relations

Michael T. Klare. Professor of Peace and World Security Studies (at Hampshire College in the Five College Program).

SS 205. America and the World

An assessment of the global challenges facing the United States at a time of relative decline and the policy options available to the Obama Administration in addressing these challenges. We will examine the rise of China, nuclear proliferation, energy competition and global warming, among other issues.

First Semester. Hampshire College

Political Science 84. Seminar on International Politics: Global Resource Politics

An assessment of the international political dynamics arising from competition for access to diminishing supplies of energy, water, land, food and other vital resources. We will consider both the prospects for friction and conflict arising from this competition and also the potential for competition in developing sustainable solutions.

First Semester. Amherst College

SS 267. Resources, Climate and Security

An assessment of the security dangers arising from resource scarcity, resource competition and global warming, at the local, national and international levels. We will examine such problems as global energy competition, water scarcity, food insecurity, and the collapse of natural habitats due to climate change—considering the prospects for friction and conflict as well as possible

options for cooperative sustainable solutions.

Second Semester. Hampshire College

International Relations 241s. Global Resource Politics

This course will examine the global competition for vital natural resources, especially oil, natural gas, water, food and key industrial minerals. The course will begin with a review of the role of resource competition in human history and an assessment of the potential for international friction and conflict arising from disputes over scarce or contested supplies of vital materials. Particular emphasis will be placed on the geopolitics of oil, natural gas and water. The impact of global warming on the future availability of water, food and other key resources will also be considered. Students will be expected to acquire a general knowledge of the global resource equation and to examine a particular resource problem in considerable depth.

Second Semester. Mount Holyoke College

Jon Western, Associate Professor of International Relations (at Mount Holyoke College in the Five College Program).

International Relations 270. American Foreign Policy

(Same as Politics 270) In this examination of American foreign policy since 1898, topics include the emergence of the United States as a global power, its role in World War I and II, its conduct and interests in the cold war, and its possible objectives in a post-cold war world. Particular attention is paid to the relationship between domestic interests and foreign policy, the role of nuclear weapons in determining policy, and the special difficulties in implementing a democratic foreign policy. See www.mtholyoke.edu/acad/intrel/afps98.htm for a more detailed description. Meets Social Sciences III-A requirement

First Semester. Mount Holyoke College

SS 279. U.S. Foreign Policy, Human Rights and Democracy

Is the United States committed to promoting democracy and human rights abroad or just advancing its own strategic and domestic corporate interests? What influence does the U.S. have on the development of democracy around the world and on the emergence of—and compliance with—international human rights conventions, protocols and laws? This seminar begins with a historical overview of American democracy

and human rights rhetoric and policies, and seeks to uncover the range of political, economic, cultural and geostrategic motivations underlying U.S. behavior. We will then examine American foreign policy responses to contemporary human rights and democracy issues as they relate to women, regional and civil violence, state-sponsored violence and repression, development, globalization and environmental degradation and resource scarcity. Throughout the semester we will examine how these policies have influenced events in Latin America, East Asia, Eastern Europe and sub-Saharan and southern Africa.

First Semester. Hampshire College

International Relations 319. U.S. Foreign Policy, Human Rights and Democracy

Is the United States committed to promoting democracy and human rights abroad or just advancing its own strategic and domestic corporate interests? What influence does the U.S. have on the development of democracy around the world and on the emergence of—and compliance with—international human rights conventions, protocols and laws? This seminar begins with a historical overview of American democracy and human rights rhetoric and policies, and seeks to uncover the range of political, economic, cultural and geostrategic motivations underlying U.S. behavior. We will then examine American foreign policy responses to contemporary human rights and democracy issues as they relate to women, regional and civil violence, state-sponsored violence and repression, development, globalization, and environmental degradation and resource scarcity. Throughout the semester we will examine how these policies have influenced events in Latin America, East Asia, Eastern Europe, and sub-Saharan and southern Africa.

Second Semester. Mount Holyoke College

Political Science 82. U.S. Foreign Policy, Human Rights and Democracy

Is the United States committed to promoting democracy and human rights abroad or just advancing its own strategic and domestic corporate interests? What influence does the U.S. have on the development of democracy around the world and on the emergence of—and compliance with—international human rights conventions, protocols and laws? This seminar begins with a historical overview of American democracy and human rights rhetoric and policies, and seeks to

uncover the range of political, economic, cultural and geostrategic motivations underlying U.S. behavior. We will then examine American foreign policy responses to contemporary human rights and democracy issues as they relate to women, regional and civil violence, state-sponsored violence and repression, development, globalization, and environmental degradation and resource scarcity. Throughout the semester we will examine how these policies have influenced events in Latin America, East Asia, Eastern Europe, and sub-Saharan and southern Africa.

Second Semester. Amherst College

Italian

Elizabeth H. D. Mazzocco, Associate Professor of Italian and Director of the Five College Center for the Study of World Languages (at the University of Massachusetts in the Five College Program).

Italian 126H. Intensive Elementary Italian Honors

The course's goal is to provide students with the opportunity to gain functional fluency in Italian in one semester so that they can, in future semesters, integrate language into their major concentrations. In addition to mastering the traditional four skills (speaking, listening, reading, writing), students will simultaneously use the language as a bridge to Italy's culture, history and literature. Unlike the non-honors Italian 126, this course meets five times per week with the professor and an additional hour in small conversation groups with a native speaking fellow from the Università di Bologna-Forlì hosted by the UMass Italian program. Freshmen and sophomores only.

First Semester. University of Massachusetts

Japanese

Fumiko Brown, Five College Lecturer in Japanese.

Japanese 13. Introduction to Thematic Reading and Writing

This course is designed for the advanced students of Japanese who are interested in readings and writings on topics that are relevant to current Japanese social issues. Each student will learn how to search for the relevant material, read it, and summarize it in writing in a technical manner. The course will also focus on the development of a high level of speaking proficiency.

Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. One group meetings and one individualized or small group evaluations per week are normally required throughout the semester. Prerequisite: Japanese 12 or equivalent.

First Semester. Amherst College

Asian Studies 324. Third-Year Japanese I

This course helps students attain a higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese. Prerequisite: Asian 223 or equivalent (see Ms. Nemoto for replacement); 4 credits

First Semester. Mount Holyoke College

Japanese 14. Thematic Reading and Writing

This course is a continuation of Japanese 13. In addition to learning how to search for the relevant material, read it with comprehension and produce a high level of writing, the students will learn to conduct a small research project in this semester. The course will also focus on the development of a high level of speaking proficiency through discussions with classmates and the instructor. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group.

One group meetings and one individualized or small group evaluations per week are normally required throughout the semester. Prerequisite: Japanese 13 or equivalent.

Second Semester. Amherst College

Asian Studies 326s. Third-Year Japanese II

This course continues Asian Studies 324, Third Year Japanese I. Emphasizes attaining a higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese. Meets Language requirement; does not meet a distribution requirement. Prerequisite: Asian 324 or equivalent; 4 credits; enrollment limited to 15.

Second Semester. Mount Holyoke

Korean

Suk Massey, Five College Lecturer in Korean.

Korean 101. Korean I

An introduction to spoken and written Korean. Emphasis on oral proficiency with the acquisition of basic grammar, reading and writing skills. This course is designed for students with little or no background in Korean. 4 credits

First Semester. Smith College

Korean 201. Korean II

This course places equal emphasis on oral/aural proficiency, grammar, and reading and writing skills. Various aspects of Korean society and culture are presented with weekly visual materials. Prerequisite: 102 or permission of the instructor. 4 credits

First Semester. Smith College

Korean 301/Asian Studies 397. Korean III

Continued development of speaking, listening, reading and writing, with more advanced grammatical points and vocabulary. Korean proverbs and Chinese characters are introduced. Prerequisite: 202 or permission of the instructor. 4 credits

First Semester. University of Massachusetts

Korean 102. Korean I

A continuation of 101. Prerequisite: 101 or permission of the instructor. Enrollment limited to 15. 4 credits

Second Semester. Smith College

Korean 202/ASIAN 297B. Korean II

A continuation of 202. Prerequisite: 202 or permission of the instructor. Enrollment limited to 15. 4 credits

Second Semester. University of Massachusetts

Music

Bode Omojola, Assistant Professor of Ethnomusicology (at Mount Holyoke College in the Five College Program) will be on leave in 2010–11.

Russian, East European, Eurasian Studies

Sergey Glebov, Assistant Professor of History (at the University of Massachusetts in the Five College Program).

History 315. Tsarist Russia

Survey of Russian history from the ninth to the 20th centuries. Development of absolute, centralized mon-

archy; Russia's cultural and political interaction with its neighbors, including the Byzantine Empire, the Tartars, Poland and western Europe.

First Semester. University of Massachusetts

History 101-2. Colloquium: Introduction to Historical Inquiry: Soviet History Through Film

Colloquia with a limited enrollment of 18 and surveys with enrollment limited to 40, both designed to introduce the study of history to students at the beginning level. Emphasis on the sources and methods of historical analysis. Recommended for all students with an interest in history and those considering a history major or minor. The course treats films produced during the Soviet era as cultural artifacts. Studying these films in their proper contexts introduces basic tools for historians: how to approach a historical artifact, how to read sources critically, and how to reconstruct intended and unintended meanings. The course follows the traditional outline of Soviet history, beginning with the Bolshevik takeover in October 1917 and ending with the post-Soviet period. Topics include the cultural experimentation of the 1920s, collectivization, industrialization, the Great Terror, World War II, the Cold War, and the rise of the Soviet middle class in the 1960s and 1970s. Enrollment limited to first-years and sophomores.

First Semester. Smith College

History 316. Soviet Russia

Lecture. A survey history of the USSR focusing on political life and structures, economy and social "construction" and decay. Students will be graded on two or three essays and class participation. We will use a text and primary sources in English translation. Grading will be on mid-term, final and a short paper.

Second Semester. University of Massachusetts

Russian 20. Introduction to the Peoples and Cultures of Eurasia

If you ever wondered about the past of countries such as Ukraine, Georgia, or Uzbekistan, you might be interested in this course, which explores the past and present of the diverse peoples and cultures inhabiting the territory once dominated by the Russian Empire and the Soviet Union. A home to Christianity and Buddhism, Islam and Judaism, Eurasia presents itself as a venue for studying interactions between major cultures of the world over the course of many centuries. As it

embarked upon building Communism in the 20th century, it produced its own material and ideal world, which influenced Communist and Socialist regimes across the globe.

In the course of our meetings we will discuss how this region was imagined and mapped. How useful are conventional definitions of the boundary between "Europe" and "Asia"? What is meant by "Eastern Europe," "Central Europe," and "Eurasia"? What was the impact of imperial formations, such as the Mongol Empire of Chingis-khan's heirs or the Empire of the Romanovs, upon the history of the region's diverse peoples? How important was the influx of European ideas and practices from the 15th century onwards? We shall look at how the emerging modern nations incorporated or obliterated their imperial pasts and struggled over the meaning of past events. We shall also explore how empires dominated and colonized particular spaces and how this domination was resisted or accommodated in different parts of Eurasia.

To help us navigate these problems, we will read historical documents, from The Secret History of the Mongols, to the writings of the Islamic modernist, Ismail-bey Gaspirali, to Joseph Stalin's vision of the Soviet Socialist state composed of modern nations. The class itself will consist of a series of lectures and discussions, each led by a specialist in a particular area of Eurasian studies from the Five Colleges. By the end of this class you should be well-acquainted with the emergence of nations and regions such as East Central Europe,

Central Asia and the Caucasus, as well as with how these regions fared in the cultural imagination of modern Europe. You will also know well the resources available in the Five College area for the study of the region. The class has no specific prerequisites and requires no prior current or historical knowledge of Eurasia. This class is one of the requirements for the Five College Certificate in Russian, East European and Eurasian Studies. Among the assignments are three reaction papers, a final paper and a book review.

Second Semester. Amherst College

Five College Certificate in African Studies

The Five College African Studies Certificate Program allows students on each of the five campuses to develop a concentration of study devoted to Africa that complements any major. The certificate course of study is based on six courses on Africa to be selected with the guidance and approval of an African studies certificate program adviser.

Five College Certificate Program

Requirements

A. Six courses, chosen from at least four different disciplines or programs: (Each course should carry at least three semester credits and its content should be at least 50 percent devoted to Africa per se)

1. History. Minimum of one course providing historical perspective on Africa. (Normally the course should offer at least a regional perspective);
2. Social Science. Minimum of one course on Africa in the social sciences (i.e., Anthropology, Economics, Geography, Political Science, Sociology);
3. Arts and Humanities. Minimum of one course on Africa in the fine arts and humanities (i.e. Art, Folklore, History, Literature, Music, Philosophy, Religion).

B. Language Requirement: Proficiency through the level of the second year in college, in an indigenous or colonial language of Africa other than English. This requirement may be met by examination or course work; such language courses may not count towards the six courses required in Section A.

C. Further Stipulations

1. No more than three courses in any one discipline or program may count toward the six required in Section A.
2. A certificate candidate may present courses taken

in Africa, but normally at least three of the required courses must be taken in the Five Colleges.

3. A candidate must earn a grade of B or better in every course for the certificate; none may be taken on a pass/fail basis.
4. Unusual circumstances may warrant substituting certificate requirements; therefore a candidate through her/his African Studies Faculty Adviser may petition the Faculty Liaison Committee (the Five College committee of certificate program advisers) at least one full semester before graduation for adjustments in these requirements. A successful petition will satisfy the interdisciplinary character of the certificate program.

D. Recommendations

1. Students are encouraged to spend a semester or more in Africa. Study abroad opportunities currently available through the Five Colleges include University of Massachusetts programs at the American University in Cairo, Egypt; the University of Fort Hare, South Africa; Mount Holyoke College Program in Senegal at l'Université Cheikh Anta Diop, Dakar; and independent programs approved by each college. Admission to these exchange programs is open to qualified students from all five colleges. Further information about these and other Africa programs is available at the college's study abroad office.
2. Students are encouraged to complete their certificate program with an independent study project that integrates and focuses their course work in African studies.

For further details, consult one of the Smith College advisers:

Elliot Frutkin, Department of Anthropology

Caroline Melly, Department of Anthropology

Katwiwa Mule, Comparative Literature and Afro-American Studies

Catharine Newbury, Department of Government

David Newbury, Department of History

Louis Wilson, Department of Afro-American Studies

Five College Certificate in Asian/Pacific/American Studies

Mission Statement

The Five College Asian/Pacific/American Studies Certificate Program enables students to pursue concentrated study of the experiences of Asians and Pacific Islanders in the Americas. Through courses chosen in consultation with their campus program adviser, students can learn to appreciate APA cultural and artistic expressions, understand and critique the racial formation of Asian/Pacific/Americans, and investigate how international conflicts, global economic systems, and ongoing migration affect APA communities and individuals and their intersections with others. Drawing upon diverse faculty, archival and community-based resources, the Five College program in Asian/Pacific/American Studies encourages students not only to develop knowledge of the past experiences of Asian/Pacific/Americans, but also to act with responsible awareness of their present material conditions.

Requirements

A. A minimum of seven courses, distributed among the following categories. (As always, to be counted toward graduation, courses taken at another campus must be approved by campus advisers.)

1. **One foundation course.** Normally taken during the first or second year, this course offers an interdisciplinary perspective on historical and contemporary experiences of Asian/Pacific/Americans. Attention will be paid to interrogating the term Asian/Pacific/American and to comparing different APA populations distinguished, for example, by virtue of their different geographical or cultural derivations, their distribution within the Americas, and their historical experience of migration.
2. **At least five elective courses.** Students must take at least one course from each of the following categories. (Three of these five courses should be chosen from among the core courses and two may be taken from among the component courses.)
 - a) Expressions. These courses are largely devoted to the study of APA cultural expression in its many forms.
 - b) U.S. Intersections. These courses are dedicated substantially to the study of Asian/Pacific/Americans but are further devoted to examining intersections between APA experiences and non-APA experiences within the United States.
 - c) Global Intersections. These courses have their focus outside the United States but offer special perspectives on the experiences of Asian/Pacific/Americans.
3. **Special Project.** Normally fulfilled in the third or fourth year, this requirement involves the completion of a special project based on intensive study of an Asian/Pacific/American community, historical or contemporary, either through research, service-learning, or creative work (e.g., community-based learning project, action-research, internship, performing or fine arts project). Normally the requirement will be fulfilled while enrolled in an upper-level, special topics, or independent study course, although other courses may be used subject to approval of the campus program adviser. Projects should include both self-reflective and analytic components. Students fulfilling this requirement will meet as a group at least once during the semester to discuss their ongoing projects, and at the end of the semester to present their completed projects at a student symposium or other public presentation. Students' plans for completing the requirement should be approved by a campus program adviser in the previous semester.

B. Further Stipulations

- Grades: Students must receive the equivalent of a "B" grade or better in all courses counted toward the Certificate. (In the case of Hampshire students taking courses at Hampshire, "B" equivalence will be determined by the Hampshire program adviser, based on the written evaluations supplied by course instructors.)
- Courses counted toward satisfaction of campus-based major requirements may also be counted toward the Five College Certificate.
- No course can be counted as satisfying more than one Certificate distribution requirement.
- Courses taken abroad may be used to fulfill the distribution requirement with the approval of the campus program adviser.

C. Recommendation

Students are encouraged to attain some proficiency in at least one language other than English, especially if such proficiency facilitates the completion of the Special Project component of the Certificate Program. While English is sufficient and appropriate for the completion of many projects involving Asian/Pacific/American communities, many sources and communities can be consulted only through other languages.

Administration and Advisement

Each year, each campus will designate two or more faculty members to advise students seeking the Five College Certificate in Asian/Pacific/American Studies. These advisers will constitute the Five College Asian/Pacific/American Studies Certificate Program Committee, and will review and approve applications for the certificate in spring semester of the senior year. Upon the committee's certification that a student has completed all requirements of the program, the committee will notify the registrar at the student's campus so that award of the certificate can be noted on the official transcript. Students completing program requirements will also receive a certificate recognizing their achievement.

Smith College Advisers

Floyd Cheung, Department of English and American Studies Program

Peter N. Gregory, Department of Religion

Bill E. Peterson, Department of Psychology

Five College Buddhist Studies Certificate Program

Because Buddhist studies is an interdisciplinary field—straddling anthropology, art history, Asian studies, history, language study, literary and textual studies, philosophy, and religious studies—students are often unaware of the integrity of the field or of the range of resources available for its study in the valley.

Each student pursuing the Buddhist studies certificate will choose, in consultation with the Buddhist studies adviser at his/her college, a course of study comprising no fewer than seven courses. At least five of these courses should be drawn from the Buddhist studies courses listed on the Web site (<http://www.fivecolleges.edu/sites/buddhism/courses/>) (this list is subject to modification from year to year). Two others may be drawn from this list or may be chosen from elsewhere in the Five Colleges to support the student's Buddhist studies program from other disciplinary perspectives.

Each proposed course of study must be approved by the coordinating committee for the Buddhist studies certificate.

For students who may wish to pursue a certificate in Buddhist studies as preparation for graduate study in this field, we strongly recommend the study of at least one canonical language (Sanskrit, Pali, Chinese, or Tibetan) and/or the modern language of at least one Buddhist culture (especially for those who have an ethnographic interest in Buddhism). Up to two courses in a relevant language can count towards the certificate, although we strongly encourage these students to continue language study beyond the first-year level. Language study is not required, however.

List of Requirements

1. The certificate comprises at least seven courses, at least one of which must be at an advanced level (200 or 300 at Hampshire, 300 or above at Mt Holyoke, Smith or UMass; comparable upper-level courses at Amherst).
2. Students must take at least one course in three different disciplines of Buddhist studies (anthropology, art history, Asian studies, philosophy, religious studies, etc.).
3. Students must take at least one course addressing classical Buddhism and one course addressing contemporary Buddhist movements (19th–21st Century), and they must study Buddhism in at least two of the following three geographical areas: South and Southeast Asia, East Asia and the Tibeto-Himalayan region.
4. Up to two canonical or appropriate colloquial Asian language courses may count towards the certificate.
5. Students must receive a grade of at least "B" in each course counting towards the certificate.
6. Courses must be of three credit-hours or more to count towards the certificate.
7. Courses taken abroad or outside the Five Colleges may count towards the certificate only if they would be approved for credit towards the major in the appropriate department of the student's home institution.
8. Exceptions to these requirements by petition.

Interested students should contact the faculty coordinator at their campus to enroll in the program:

Amherst – *Maria Heim*, mheim@amherst.edu

Hampshire – *Ryan Joo*, bsjHA@hampshire.edu

Mount Holyoke – *Susanne Mrozik*, smrozik@mtholyoke.edu

Smith – *Jamie Hubbard*, jhubbard@smith.edu

University of Massachusetts – *Reiko Sono*, rsono@asianlan.umass.edu

Five College Coastal and Marine Sciences Certificate Program

Contact: Cindy Bright, Program Coordinator

Office: 110A Bass Hall, Smith College

Phone: (413) 585-3799

E-mail: marinesci@email.smith.edu

Web site: www.fivecolleges.edu/sites/marine

The Five College Coastal and Marine Sciences (FCC&MS) Certificate enables students to select from a variety of courses in marine sciences, including coastal and marine ecology/geology, resource management and public policy, oceanography, and coastal engineering to create a concentration of study. Smith, Mount Holyoke, and Hampshire Colleges and the University of Massachusetts currently award certificates. Under the guidance of faculty advisers on each campus, students choose a progressive series of courses available within the five campuses and in academic off-campus programs (e.g. Sea Education Association, Williams-Mystic, Marine Biological Laboratory, Duke Marine Lab, and others). Some of these courses must include an intensive field component so that students obtain competence in field studies. Students must also participate in a "capstone" independent, marine-related research project that counts toward the certificate. This requirement may be met by participating in one of several Five College Coastal and Marine Sciences funded internships offered each year at Woods Hole and other research facilities.

Students interested in working toward the certificate select a faculty advisor who reviews and approves the program of study proposed by the student to ensure a strong concentration in marine sciences, as well as the necessary field experience. Advisers at Smith College are Paulette Peckol (Biology), Sara Pruss (Geology), and L. David Smith (Biology).

Requirements for the Certificate

A minimum of six courses, with at least one course in each of the following categories:

- Marine biodiversity
 - Marine and coastal ecology
 - Marine geology, chemistry, and other related sciences
 - Resource management and public policy
- a. At least three of the courses must be above the introductory level. These three upper-level courses must be in at least two of the course categories (marine biodiversity; marine and coastal ecology; marine

geology, chemistry and other related sciences; and resource management and public policy).

- b. At least one of the following marine courses is required. An introductory course in marine science is strongly recommended, either through Five Colleges or an approved study-away program. (introductory courses are indicated with *):

*GEO 103	Oceanography	Mt. Holyoke College
*GEO 108	Oceanography	Smith College
*BIO 268	Marine Ecology	Smith College
GEO 270:J-term	Carb. Systems/Coral Reefs	Smith College
BIO 390	Ecology of Coral Reefs	Smith College
*GEO-SCI 103	Intro. Oceanography	UMass
BIOLOGY 297B	Biology of Marine Verts.	UMass
GEO-SCI 392B	Coastal Resource Policy	UMass
GEO-SCI 591M	Marine Micropaleontology	UMass
GEO-SCI 591P	Paleoceanography	UMass
GEO-SCI 595D	Physical Oceanography	UMass

- c. Each student must show competency in field studies by either completing a course with a field component or by participating in a marine-related internship or an approved intensive Five College field course or approved semester-away program.
- d. Students must receive a cumulative grade point average of 3.0 or better for all courses contributing to the certificate requirements.

Completion of an independent, marine-related research project through an internship, thesis, independent study, or other activity acceptable to their home campus adviser.

Completion of the Application Form and Transcripts

The campus program adviser submits the completed application and transcript to the FCC&MS steering committee (January graduation deadline: October 15th; May graduation deadline: April 15th). After the committee certifies that a student has completed all program requirements, Five Colleges, Inc., contacts campus registrars so the certificate can be noted on the official transcript. Eligible students receive a certificate recognizing their achievement.

The application form and current list of approved courses can be downloaded at www.fivecolleges.edu/sites/marine/certificate.

Five College Certificate in Cognitive Neuroscience

Cognitive neuroscience is the study of the mind as it is manifested in the human brain. Cognitive neuroscientists combine psychophysical and brain imaging techniques such as functional magnetic resonance imaging (fMRI) and event-related potentials (ERPs) to examine the brain function underlying cognitive abilities in human beings.

The field of cognitive neuroscience has grown substantially during the past twenty years. President Bush designated the 1990s as "The Decade of the Brain" in an effort to enhance public awareness of the benefits to be obtained from brain research. The field of cognitive neuroscience currently is at the forefront of research providing profound insights into the neural substrate of cognitive functioning, through cutting-edge technologies and innovative experimental paradigms.

This certificate is designed to offer a unique opportunity for undergraduate students in the Five Colleges to deepen their understanding of cognitive neuroscience, through both theoretical and empirical training. The interdisciplinary program includes courses in research techniques, basic scientific foundations, neuroscience, philosophy and cognition, combined with independent research. It brings together several related disciplines, each of which provides a different focus on mind-brain issues.

This certificate encourages the student to follow a program of study distinct from, and yet complementary to, current offerings such as a major in neuroscience or psychology.

Areas of Study

1. **Overview of cognitive science**
Rationale: Provides the student with a broad outlook of issues related to cognitive science.
2. **Scientific foundations** (physics, computer science, chemistry, biology)
Rationale: Provides the student with greater coverage of a topic supporting the cognitive neuroscience framework. To be determined under the guidance of the student's Cognitive Neuroscience Certificate faculty adviser. It is recommended that this course be in an area outside of the student's major.
3. **Research methods**, design and analysis
Rationale: Provides the student with the methodological foundation needed to understand, interpret and conduct basic research.
4. **Philosophy of mind**
Rationale: Provides the student with fundamental philosophical insights on the mind-body problem, a key issue in the field of cognitive neuroscience.
5. **Neuroscience** (neuroanatomy and neurophysiology)
Rationale: Provides the basics in brain anatomy and function.
6. **Advanced topics**
Rationale: Provides more in-depth coverage of empirical and theoretical issues central to cognitive processes.

Requirements

Students must complete at least one course in each of the areas of study. Students must also complete at least one semester of independent research through a thesis, course project, or special study. The course project may be completed in conjunction with one of the classes listed under the Research Methods areas. An adviser-approved summer research project would also meet the research requirement.

For a list of the courses offered throughout the Five College Consortium that are currently approved to fulfill the Cognitive Neuroscience Certificate requirements, please see the program's Web site at www.fivecolleges.edu.

Five College Certificate in Culture, Health and Science

The Five College Certificate in Culture, Health and Science complements a traditional disciplinary major by allowing students to deepen their knowledge of human health, disease and healing through an interdisciplinary focus. Under the guidance of faculty program advisers on each campus, students choose a sequence of courses available within the five campuses, and identify an independent research project that will count toward the certificate. The certificate represents areas of study critical to understanding health and disease from a biocultural perspective:

- I. Overviews of biocultural approaches: covering biocultural and comparative approaches to human health and disease.
- II. Mechanisms of disease transmission: mechanisms of health and disease growth and transmission within individuals and populations.
- III. Population, health and disease: the relationship among social, behavioral, economic, and other aggregate population forces and human health and disease.
- IV. Healers and treatment: the organization, interpretation, and function of healers and treatment.
- V. Ethics and philosophy: structures of knowledge about health and health care decision making, including ethical and philosophical issues.
- VI. Research design and analysis: concepts of evidence, data collection, research ethics, measurement and/or analysis.

Requirements

The Five College Certificate in Culture, Health and Sciences consists of seven courses with a grade of "B" or better, with at least one course in each of the six categories. No course may be used to satisfy more than one category. At least four of the courses must be above the introductory level. Students are urged to begin with courses in Categories I and II, and to take courses in Category II that will expose them to knowledge of health and disease processes at the level of the population as well as the individual or sub-organism levels. Students must also complete an independent research project through an internship, thesis, Division III project, course project, independent study, or other activity acceptable to their local campus adviser. At the discretion of the campus adviser, courses from the student's major can count toward the certificate. Certificate students are strongly urged to take at least four semesters-or its equivalent- of a second language. Such language training may be required for students seeking internships and summer research positions available through the Program.

For further details consult the Smith College representative:

Suzanne Z. Gottschang, Department of Anthropology.

<http://www.fivecolleges.edu/sites/chs/index.php>

Five College Certificate in Ethnomusicology

Advisors: Members of the Five College Ethnomusicology Committee

The Certificate Program in Ethnomusicology will provide a coherent framework for navigating course offerings and engaging with ethnomusicologists throughout the Five Colleges.

Requirements

Students must successfully complete a total of seven courses distributed as indicated in the following four (4) categories:

1. Area Studies or Topics courses: at least two courses
2. Methodology: at least two courses
3. Performance: at least one course
4. Electives: negotiated in consultation with the student's ethnomusicology advisor, including introductory and upper level ethnomusicology courses.

Since ethnomusicological research and related musical performance may require understanding of and competence in a foreign language, students are encouraged, but not required, to achieve relevant language proficiency. Other areas that students are encouraged to explore include experiential learning, a study abroad or domestic exchange experience, in-depth study of a single musical tradition, or comparative studies of several musical traditions.

List of Courses and Ensembles

Will be posted and updated on our Web site:
www.fivecolleges.edu/sites/ethnomusicology

Five College Certificate in International Relations

The International Relations Certificate Program offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides a disciplined course of study designed to enhance the understanding of the complex international processes—political, economic, social, cultural, and environmental—that are increasingly important to all nations. The Five College Certificate in International Relations essentially parallels the Smith College minor in international relations. They differ in the former's inclusion of language and grade requirements and, of course, its conduct under the rubric of Five College cooperation.

The Certificate Program consists of a minimum of eight courses covering the following areas of study:

1. Introductory world politics;
2. Global institutions or problems;
3. The international financial and/or commercial system;
4. A modern (post-1815) history course relevant to the development of international systems;
5. Contemporary U.S. foreign policy;
6. A contemporary foreign language up to a proficiency level of the second year of college;
7. Two courses on the politics, economy, and/or society of foreign areas, of which one must involve the study of a developing region.

A complete list of the Five College courses for each of the seven requirements is available at www.mtholyoke.edu/acad/intrel/5col/homepage.htm. Not every Five-College course is accepted at Smith for degree credit; students should consult with their advisers as to whether particular courses are acceptable for Smith and certificate credit.

No more than four of these courses in any one department can be counted toward the certificate, and no single course can satisfy more than one requirement. Students who complete the required courses with a grade of B or better (no pass/fail options) will receive the certificate.

There is at least one adviser on each campus for the International Relations Certificate:

Amherst College: *Javier Corrales, Pavel Machala, Ronald Tiersky, William Taubman*, Political Science

Hampshire College: *Michael Klare, Peace and World Security Studies; Fred Weaver*, Social Science

Mount Holyoke College: *Vincent Ferraro*, Politics; *Sobail Hashmi*, International Relations; *Kavita Khori*, Politics; *Jon Western*, International Relations

Smith College: *Mlada Bukoransky, Steven Goldstein, Gregory White*

UMass: *James DerDerian*, Political Science; *Stephen Pelz*, History; *Eric Einhorn*, Political Science; *Peter Haas*, Political Science; *M. J. Peterson*, Political Science

Five College Certificate in Latin American Studies

The Five College Certificate in Latin American Studies offers students the opportunity to show an area of specialization in Latin American Studies in conjunction with or in addition to their majors. The program provides a disciplined course of study allowing students to draw on the rich resources of more than 50 Latin Americanist faculty members in the Five College area and is designed to enhance students' understanding of the complex region that comprises contemporary Latin America.

Minimum course requirements (minimum of three credits each):

1. A broadly based introductory course providing an overview of the social and political history of Latin America (such as History 260/261);
2. One course in the humanities, including courses focusing on Latin American culture from the pre-Columbian period to the present (such as art, art history, dance, film, folklore, literature, music, religion and theatre);
3. One course in the social sciences including anthropology, economics, geography, political science, and sociology, that offers substantial attention to Latin America and/or the Caribbean;
4. Four other courses which should be more advanced and more specific in focus;
5. A seminar which gives the student's course work in Latin American studies an interdisciplinary force.

Other requirements

1. Proficiency in Spanish or Portuguese through the level of the fourth semester of college language study. Students must take one of these languages to the intermediate level and/or demonstrate in an interview the ability to conduct a normal conversation and read and interpret a text.
2. Students must receive a grade of B or better in every course that qualifies for the minimum certificate requirement.

At least three of the eight courses must be taken either at another of the five colleges or be taught by a faculty member not of the student's own institution.

The certificate adviser on each campus is the director of the Latin American studies program at that campus or another individual designated by that body.

Five College Certificate Program in Logic

"How critical is logic? I will tell you: in every corner of the known universe, you will find either the presence of logical arguments or, more significantly, the absence."

— V. K. Samadar

Logic is a part of every discipline. There is reasoning in every field of inquiry. There are rules behind every work of art, behind every natural language. There is inference in every intelligence, human and inhuman. Every issue of law and public policy bends to the power of logic.

The study of logic itself is thus of the greatest importance. The Logic Certificate Program brings together aspects of logic from different regions of the curriculum: Philosophy, Mathematics, Computer Science, and Linguistics. The program is designed to acquaint students with the uses of logic and initiate them in the profound mysteries and discoveries of modern logic.

The basic requirement for the logic certificate is six courses from the list of Five College logic courses.

No more than four courses can be counted towards the certificate from any single discipline (philosophy, linguistics, mathematics, computer science).

At least two courses must be taken at an advanced level (500 or above at UMass, 300 or above at Smith, Hampshire or Mount Holyoke, 30 or above at Amherst).

At least one course should expose students to the basic metatheory of first order logic including incompleteness. Courses satisfying this requirement include:

Smith, Philosophy 220
Amherst, Math 34
UMass, Philosophy 514
Mount Holyoke, Philosophy 327

Students must receive grades of at least 'B' in each course counting towards the certificate.

For a complete list of courses fulfilling certificate requirements, consult the program Web site, www.five-colleges.edu/sites/logic listed with other certificate pro-

grams at the Five College Web site (www.fivecolleges.edu). Or consult a program adviser (Alexander George, Philosophy, Dan Velleman, Mathematics).

Complete list of logic courses

Introductory symbolic logic courses:

Smith, Logic 100, Logic 101, Philosophy 202
Amherst, Philosophy 13
UMass, Philosophy 110

Critical thinking courses:

UMass, Philosophy 192R
Mt. Holyoke, Philosophy 210

Introductory symbolic logic for mathematics students:

Amherst, Math 34
UMass, Philosophy 513, 514
Mount Holyoke, Philosophy 225

Incompleteness:

Smith, Philosophy 220
Amherst, Math 34
UMass, Philosophy 514
Mount Holyoke, Philosophy 327

Various topics in logic and philosophy:

Smith, Philosophy 203
Amherst, Philosophy 50
UMass, Philosophy 310, 511, 512, 594, 710
Hampshire, CS 210

Various topics in computer science:

Smith, Computer Science 250, 270, 290, 294
Amherst, Computer Science 14, 24, 38
UMass, CMPSCI 601
Hampshire, CS 175, CS 236

Various topics in mathematics:

Smith, Mathematics 217
Amherst, Math 34
UMass, Philosophy 594S

Various topics in Linguistics:

Smith, Computer Science 294

UMass, Ling 610

UMass, Ling 620

UMass, Ling 720

Hampshire, CS 166, CS 210

Special Events

Every fall a distinguished logician is invited to Smith College to give the annual Alice Ambrose Tom Tymoczko Logic Lecture. This lecture has been delivered by JC Beall, Graham Priest, Marcia Groszek, Raymond Smullyan, Anil Gupta and Barbara Partee.

Five College Certificate in Middle East Studies

The Five College Certificate provides an opportunity for students to complement a disciplinary major with multidisciplinary studies and linguistic attainments. Because of the wide range of courses available through the Five Colleges, students must design a program that will meet their intellectual, academic, and prospective professional needs in conjunction with an adviser from their home institution. The program is administered by the Five College Committee for Middle Eastern Studies, which includes the program advisers from each campus. Students intending to earn the certificate should meet with their campus adviser during their first or second years of study. In addition to exploring the range of courses offered at the Five Colleges, students are encouraged to spend time in the Middle East, learning Arabic and other languages and immersing themselves in the culture of the area. Plans for study abroad should be designed in consultation with the student's adviser. Courses from outside the Five Colleges will be counted toward the certificate requirements on the recommendation of the campus adviser and the approval of the committee. Students must receive a grade of B or better in every course counted toward the certificate.

Requirements

1. Knowledge equivalent to at least two years of college-level study of a Middle Eastern language, such as Arabic, Hebrew, Turkish, Persian, and Armenian. Classes in Arabic and Modern Hebrew are currently taught in the Five Colleges. Additional courses in Arabic and in other languages are offered through the Five College Mentored. Arabic (ARA 100y Elementary Arabic, ARA 298/299 Intermediate Arabic) and Modern Hebrew (JUD 100y Elementary Modern Hebrew, JUD 200 Intermediate Modern Hebrew) are currently taught in the Five Colleges; in consultation with an adviser, other languages of the region may be substituted.
2. Two introductory courses providing a historical overview of the medieval and modern periods.
3. Five courses from the following categories. Students must take at least one course from each of the first three groups, and no more than two from any single group.
 - Group one: Religion/Philosophy
 - Group two: History/Literature/Arts
 - Group three: Social Sciences
 - Group four: Additional language study beyond what is required to satisfy the language requirement above.

A list of courses offered at the five colleges satisfying each of the requirements is available from the advisers listed below and through the Five College Center or on the Five College Web page (<http://www.fivecolleges.edu>). Courses not listed, whether taken at one of the five colleges or elsewhere, must be approved by the committee on the recommendation of the campus adviser.

There is at least one adviser on each campus in Middle East studies. Any of the following faculty members of the Middle East Studies Committee at Smith College may serve as your adviser: *Justin Cammy* (Jewish Studies), *Donna Robinson Divine* (Government), *Suleiman Mourad* (Religion), *Karen Pfeifer* (Economics), *Gregory White* (Government).

Please contact Five Colleges, Inc. or see their Web site at www.fivecolleges.edu/deptprog/mideast for the most up to date information on the Certificate in Middle East Studies.

Five College Certificate in Native American Indian Studies

The Five College Certificate in Native American Indian Studies provides students with the opportunity to acquire a knowledge and understanding of the development, growth, and interactions of the indigenous peoples and nations of the Western Hemisphere. The program emphasizes the many long histories of Native American Indians as well as their contemporary lives and situations. A holistic and comparative interdisciplinary approach underlies the Certificate Program's requirements, enabling students to become familiar with the diversity of indigenous lifeways, including cultural forms, institutions, political economies, and modes of self-expression. In addition to this broader perspective, the program places some emphasis on the Native peoples of the Northeast so that Five College students can become acquainted with the history, culture and presence of indigenous peoples in this region.

Requirements

At least seven courses are required for completion of the Five College Certificate in Native American Indian Studies: a foundation course plus six additional courses, with no more than three of the seven courses from a single discipline. A student's program must be approved by the program adviser from her or his campus.

A. One foundation course. Offered at various levels, foundation courses provide an opportunity to hear Native perspectives and are taught from a philosophical perspective that reflects Native studies theories, pedagogies and methodologies. For a list of foundation courses offered in the current academic year, please consult a program adviser or go to the program's Web site (www.fivecolleges.edu/sites/natam).

B. At least six additional courses. For a list of courses currently approved by the Five College NAIS Committee as counting toward the certificate go to the Program's Web site (www.fivecolleges.edu/sites/natam). The six additional courses must be selected from this list. (Courses not on this list may be approved for inclusion by campus program advisors in consultation with the committee.)

C. Grades. Students must receive a grade of B or higher in all seven courses to receive a certificate.

Smith College Advisers:

Ginetta Candelario, Department of Sociology

Five College Certificate in Russian, East European and Eurasian Studies

This Certificate Program (currently approved by Amherst College, Mount Holyoke College and Smith College) offers students the opportunity to take advantage of the significant multidisciplinary resources in the Five Colleges on Russia, Eastern Europe and Eurasia. The certificate consists of a minimum of six courses. Courses applied to the certificate may also be used to fulfill major requirements. The list of courses fulfilling particular requirements will be maintained and regularly updated by the Five College Committee for Russian, East European and Eurasian Studies.

Course Requirements

- A. The program's core course, normally taken in the first or second year. The core course will be offered every year on a rotating basis at one of the campuses and will introduce an interdisciplinary perspective on the historical and contemporary experiences of the peoples of Russia, Eurasia (here understood as the former republics of the Soviet Union) and East (and Central) Europe. The course will include guest lectures by noted specialists in the Five Colleges.
- B. Five additional elective courses, distributed as indicated below. (Independent study courses may be included, assuming approval by the student's campus program adviser.)
- C. At least four courses, including the core course, must be taken within the Five Colleges.

Language Requirement

Students receiving the certificate must possess proficiency in a language of one of the certificate regions equivalent to the level achieved after four semesters of post-secondary course work. This proficiency may be demonstrated by course work or examination.

Study Abroad

Students are encouraged to study abroad in one of the certificate regions.

Elective Course Distribution

In electing the five courses satisfying the certificate requirements, the following guidelines should be observed:

- A. Courses should be drawn from more than one of the three geographical areas: Russia, Eurasia (here understood as the former republics of the Soviet Union) and Eastern (and Central) Europe.
- B. At least one of the elective courses must focus on a period before the 20th century.
- C. At least one course must be taken from each of the following disciplinary categories: history, social sciences, humanities/arts. No single course can fulfill more than one disciplinary distribution requirement.
- D. Elementary or intermediate language courses cannot be included as one of the five electives. A language course beyond the intermediate level can be counted toward one of the electives.
- E. Credit for one-time courses, special topics courses and transfer or study abroad courses requires approval from the home campus faculty adviser to the program.

Students who wish to apply for the certificate can download the application form below and submit it to on-campus advisers.

More Information

www.fivecolleges.edu/sites/rees/documents/REEES_certificate_application.doc

Five College Film Studies Major

The Five College film studies major is in film studies as opposed to film production. While the film faculty believes that all students should be familiar with film and video production, the major is not designed to train students to enter the film industry without further training. As with all liberal arts majors, film is studied in relation to all the arts, humanities, and social sciences and can lead to careers in teaching, arts administration, Web design, or freelance work in non-industry venues. The major comprises ten courses, one of which may be a component course. (A core course is one in which film is the primary object of study; a component course is one in which film is significant but not the focus of the course.) Of these ten courses, at least two (but no more than five) must be taken outside the home institution. In addition, each student must have an adviser on the home campus and the requirements for the major may vary slightly from campus to campus.

A thesis is optional; students should check with their home campus adviser.

In the course of fulfilling the program of study, at least one course must focus on non-narrative film (documentary or experimental) and at least four courses should be at the advanced level. Courses can fit into more than one category, but a single course may not be used to satisfy two of the numbered requirements above.

Smith College Advisers

Barbara Kellum, Department of Art.

Jefferson Hunter, Department of English Language and Literature

Dean Flower, Department of English Language and Literature

Dawn Fulton, Department of French Studies

Program Of Study

1. Introduction to Film (must be taken on the home campus)
2. One film history course (either a general, one-semester survey or a course covering approximately fifty years of international film history)
3. One film theory course
4. One film genre or authorship course (generally on a single director or group of directors)
5. One national or transnational cinema course
6. One special topics course (may be a component course)
7. One advanced seminar in a special topic
8. One film, video, or digital production course, or a screenwriting course; but no more than two such courses may be counted toward the major.
9. Two electives from any of the above categories

Five College Self-Instructional Language Program

The Five College Self-Instructional Language Program affords students the opportunity to study languages that are not currently offered through traditional classroom instruction. At the beginning of the semester the student is given a goal to be reached by the semester's end. The student works independently on his/her home campus throughout the semester using a textbook, workbook, audio tapes, video tapes, and computer programs (various components are available for different languages). The student is assigned a native-speaker (usually an international student from the home campus) who serves as conversation partner for one hour of conversation per week. At the end of the semester, a professor of the target language is brought to campus to administer a 20–30 minute oral exam; from that exam, the professor determines a grade for the course.

This program is designed for students who are extremely self-motivated and secure in foreign language study. Students must have a personal interview with the program director; those with limited knowledge of a language must schedule a placement exam the semester before language study begins.

In general, these courses carry one-half of the credit carried by a traditional language course, but there are contingencies on every campus. The program director can provide additional information. These courses do not satisfy the language requirement on any campus. The only languages offered are those not offered in the classroom situation on any of the five campuses.

The self-instructional language program is administered in the Five College Center for the Study of World Languages, 102 Bartlett Hall, University of Massachusetts, by the Center's director, Elizabeth H.D. Mazzocco.

Examples of Language Courses Offered

Czech I, II, III, IV
 Hindi I, II, III, IV
 Hungarian I, II, III, IV
 Indonesian I, II, III, IV
 Modern Greek I, II, III, IV
 Norwegian I, II, III, IV
 Serbo-Croatian I, II, III, IV
 Swahili I, II, III, IV
 Thai I, II, III, IV
 Turkish I, II, III, IV
 Urdu I, II, III, IV

The Athletic Program

Lynn Oberbillig, M.B.A., M.A., *Director of Athletics*
 Bonnie May, M.S., *Assistant Director of Athletics*

Senior Coaches

Kim Bierwert, B.S., Senior Coach of Swimming and Diving
 Carla Coffey, M.A., Senior Coach of Track and Field
 Christine Davis, M.S., Senior Coach of Tennis
 Karen Klinger, M.S., Senior Coach of Crew
 Suzanne Payne, M.Ed., Senior Coach of Equestrian

Coaches

Tim Bacon, M.A., Coach of Squash
 Stephanie Gabbert, B.A., Coach of Soccer
 Jaime Ginsberg, M.S., Coach of Field Hockey
 Lynn Hersey, M.S., Coach of Basketball
 Angela Mills, B.A., Coach of Volleyball
 Victoria Moshier, M.S. Coach of Softball
 Coree Naslund, B.A., Coach of Novice Crew
 Ellen O'Neil, M.S.T., Coach of Cross Country
 Steve Samolewicz, Coach of Skiing
 Wendy Walker, M.A., Coach of Lacrosse

Sports Medicine Staff

Deb Coutu, M.S., Athletic Trainer
 Kelli Steele, M.S., Athletic Trainer

The athletic program offers opportunities for athletic participation to all students of the college, at the intercollegiate, recreational and club levels. Students interested in athletic instruction should consult the exercise and sport studies department listings beginning on p. 230. Although Smith does not offer athletic scholarships, financial aid is available on the basis of need. Inquiries should be addressed to the Director of Athletics, Ainsworth Gymnasium, Smith College, Northampton, MA 01063.

A. Intercollegiate Athletics

The intercollegiate program emphasizes the pursuit of athletic excellence and the enjoyment of competition with other highly skilled athletes. The mission of the athletic program is to develop scholar-athletes who demonstrate positive self images, a sense of fair play and good citizenship, commitment and dedication to themselves and their team, enthusiasm for participation, leadership skills, improved skills, performance, fitness and team play. There is opportunity for post-season play on the regional and national levels for all teams and individuals who qualify. Smith is a founding

member of the New England Women's and Men's Athletic Conference (NEWMAC) and belongs to Division III of the National Collegiate Athletic Association (NCAA) and the Eastern College Athletic Conference (ECAC).

In 2010–11, the college will field the following intercollegiate teams:

Basketball. Season: Oct 15–March. Practice hours: M T W Th F 4–6 p.m., *Lynn Hersey*

Crew. Season: September–October, February–May. Practice hours: M T W Th F 4–6 p.m. or 6–8 a.m. and as schedules permit, Head Coach, *Karen Klinger* and *Coree Naslund*, novice crew coach

Cross Country. Season: September–November. Practice hours: M T W Th F 4–6 p.m., F 3:30–5:30 p.m., *Ellen O'Neil*

Equestrian. Season: September–November, February–May. Practice hours: To be arranged, *Suzanne Payne*

Field Hockey. Season: September–November and April. Practice hours: M T W Th F 7–9 p.m., *Jaime Ginsberg*

Lacrosse. Season: Sept 15–Oct 15 and February–May.
Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m.,
Wendy Walker

Skiing. Season: January–March. Practice hours: Oct
15–December. M T W Th F 4–6 p.m. Interterm: 7
a.m.–4 p.m. February and March, to be arranged, *Steve
Samolewicz*

Soccer. Season: September–November and April.
Practice hours: M T W Th F 4:30–6:30 p.m., *Stephanie
Gabbert*

Softball. Season: February–May and Sept 15–Oct 15.
Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m.,
Victoria Moshier

Squash. Season: October–March. Practice hours: M T
W Th 4–6 p.m., F 3:30–5:30 p.m., *Tim Bacon*

Swimming and Diving. Season: October–March. Prac-
tice hours for swimming: M W 4–6 p.m., T Th 3–5
p.m., F 3:30–5:30 p.m.; practice hours for diving: M T
W Th 5:45–7:30 p.m., F 1–3 p.m., *Kim Bierwert*

Tennis. Season: September–October, February–May.
Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m.,
Christine Davis

Track and Field. Season: November through December,
preseason conditioning; technique and strength work.
January–May, indoor/outdoor competition. Practice
hours: M W 4–6 p.m., T Th 5–7 p.m., and F 3:30–5:30
p.m., *Carla Coffey*

Volleyball. Season: September–November and April.
Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m.,
Angela Mills

B. Recreation and Sport Clubs

The focus of the recreation program is on regular, non-credit fitness activities as well as one-day special event competitions and house intramural competition. The fitness activities may include aerobic dance, kickboxing, weight lifting clinics, pilates, awesome abs and yoga. The 34 houses vie with friendly rivalry in special events such as a novice crew regatta (the Head of the Paradise), campus runs, inner-tube water polo, flag football, triathlon and Midnight Madness. Intramurals are sponsored in soccer, basketball and kickball. The club sports are a group of independent clubs under the guidance of the Smith College Athletic Association. They are supported by dues, fundraisers, SGA activities, fee allocations and the Athletic Association. Open to Smith students of any ability level, club sports provide a resource to learn a new sport or practice a familiar one. Presently, there are 11 clubs: Fencing, Golf, Ice Hockey, Kung Fu, Outing, Riding (dressage), Rugby, Spirit Squad, Synchronized Swimming, Ultimate Frisbee and Water Polo

Directory

The Board of Trustees

Carol Tecla Christ, *President*
Northampton, MA

Cornelia Mendenhall Small '66
Chair of the Board
New York, NY

Agnes Bundy Scanlan '79
Vice Chair of the Board
Cambridge, MA

Louise M. Parent '72
Vice Chair of the Board
New York, NY

Rachael Bartels '88
Oxon, England

Robin Casselberry Brooks '77
Miami, FL

Linda Smith Charles '74
Orange, NJ

Katherine Clark '10
Student Government Trustee
Mystic, CT

Arlene Cebollero Cohrs '80
London, England

Peggy Block Danziger '62
New York, NY

Marlowe Dieckmann '09
Student Government Trustee
Oakland, CA

Deborah Duncan '77
Tiburon, CA

Elizabeth Mugar Eveillard '69
New York, NY

Lisa C. Ferrell '85
Alumnae Trustee
Little Rock, AR

April Hoxie Foley '69
South Salem, NY

Linda Smith Fox '77
AASC President
Canton, NH

William C. Gipson
Philadelphia, PA

Sidney H. Golub
Corona del Mar, CA

Neil Robert Grabois
New York, NY

Jane Lakes Harman '66 LLD 1994
(on leave)
Washington, DC

C. Elizabeth Hoffman '68
Ames, IA

Janet Wright Ketcham '53
Seattle, WA

Hoon Eng Khoo '73
Singapore

Alexander C. Lindsey
Seattle, WA

Annie Morita '90
Alumnae Trustee
Manhattan Beach, CA

Judith C. Pelham '67
Scottsdale, AZ

Lois Perelson-Gross '83
New York, NY

Susan Porth '70
Ross, CA

Debra Y. Romero '77
Placitas, NM

Tracy Garrett Rubin '77
Needham, MA

Linda E. Salisbury '78
Chicago, IL

M. Ann Sanford '75
Alumnae Trustee
Toledo, OH

Nina Scherago '82
Chevy Chase, MD

James Shulman
New York, NY

Sharmila Ghosh Sinha '88
Hong Kong

Toni Grotta Wolfman '64
Alumnae Trustee
Cambridge, MA

Phoebe Pederson Wood '75
Louisville, KY

**Rebecca C. Lindsey, *Secretary of
the College and of the Board of
Trustees***

Faculty

Jill Ker Conway

President Emerita (1985)

Mary Maples Dunn

President Emerita (1995)

Ruth J. Simmons

President Emerita (2001)

Charlotte Hackstaff Fitch

Professor Emerita of Theatre and Speech (1976)

Joaquina Navarro

Professor Emerita of Spanish and Portuguese (1981)

Andrée Demay

Professor Emerita of French Language and Literature (1985)

Robert Torsten Petersson

Professor Emeritus of English Language and Literature (1985)

Charles Henderson Jr.

Professor Emeritus of Classical Languages and Literatures (1986)

James Holderbaum

Professor Emeritus of Art (1986)

Jess J. Josephs

Professor Emeritus of Physics (1986)

Richard P. Wilbur

Poet Emeritus (1986)

Louis Cohn-Haft

Professor Emeritus of History (1987)

Paul Pickrel

Professor Emeritus of English Language and Literature (1987)

Klemens von Klemperer

L. Clark Seelye Professor Emeritus of History (1987)

Margherita Silvi Dinale

Professor Emerita of Italian Language and Literature (1989)

David Andrew Haskell

Professor Emeritus of Biological Sciences (1990)

Nelly Schargo Hoyt

Achilles Professor Emerita of History (1990)

Iole Fiorillo Magri

Professor Emerita of Italian Language and Literature (1990)

Jean Higgins

Professor Emerita of Religion and Biblical Literature (1991)

Joan Hatch Lennox

Associate Professor Emerita of Sociology (1991)

Caryl Miriam Newhof

Professor Emerita of Exercise and Sport Studies (1991)

Charles Langner Robertson

Professor Emeritus of Government (1991)

Joan Maxwell Bramwell

Professor Emerita of English Language and Literature (1992)

Gemze de Lappe

Artist in Residence Emerita, Dance Department (1992)

Stanley Maurice Elkins

Sydenham Clark Parsons Professor Emeritus of History (1992)

W. Bruce Hawkins

Professor Emeritus of Physics (1992)

Josephine Louise Ott

Professor Emerita of French Language and Literature (1992)

Lory Wallfisch

Iva Dee Hiatt Professor Emerita of Music (1992)

Robert Mitchell Haddad

Sophia Smith Professor Emeritus of History and Professor Emeritus of Religion and Biblical Literature (1993)

Stanley Rothman

Mary Huggins Gamble Professor Emeritus of Government (1993)

Elizabeth Gallaher von Klemperer

Esther Cloudman Dunn Professor Emerita of English Language and Literature (1993)

Lois Ann Hartman

Dean Emerita of the Smith College School for Social Work and Elizabeth Marting Treuhaff Professor Emerita of the Smith College School for Social Work (1994)

J. Diedrick Snoek*Professor Emeritus of Psychology* (1994)**Murray James Kiteley***Sophia Smith Professor Emeritus of Philosophy* (1995)**Peter Niles Rowe***Professor Emeritus of Government* (1995)**Alice Rodriguez Clemente***Professor Emerita of Spanish and Portuguese and of Comparative Literature* (1996)**Quentin Quesnell***Roe/Straut Professor Emeritus in the Humanities (Religion and Biblical Literature)* (1996)**Robert Teghtsoonian***Professor Emeritus of Psychology* (1996)**Elizabeth Ann Tyrrell***Professor Emerita of Biological Sciences* (1996)**Phyllis Joan Cassidy***Professor Emerita of Mathematics* (1997)**Bruce Theodore Dahlberg***Professor Emeritus of Religion and Biblical Literature* (1997)**Patricia Weed***Professor Emerita of French Language and Literature* (1997)**Marie-José Madeleine Delage***Professor Emerita of French Language and Literature* (1998)**Philip Green***Sophia Smith Professor Emeritus of Government* (1998)**Seymour William Itzkoff***Professor Emeritus of Education and Child Study* (1998)**Cynthia Taft Morris***Charles N. Clark Professor Emerita of Economics* (1998)**Taitetsu Unno***Jill Ker Conway Professor Emeritus of Religion and East Asian Studies* (1998)**Francis Murphy***Professor Emeritus of English* (1999)**Lawrence Alexander Joseph***Professor Emeritus of French Language and Literature* (2000)**Thomas Hastings Lowry***Professor Emeritus of Chemistry* (2000)**Philipp Otto Naegele***William R. Kenan, Jr. Professor Emeritus of Music* (2000)**Helen E. Searing***Alice Pratt Brown Professor Emerita of Art* (2000)**Frances Cooper Volkmann***Harold Edward and Elsa Siipola Israel Professor Emerita of Psychology* (2000)**Raymond A. Ducharme, Jr.***Professor Emeritus of Education and Child Study* (2001)**George Fleck***Professor Emeritus of Chemistry* (2001)**Mary Helen Laprade***Lecturer Emerita in Biological Sciences* (2001)**Brian White***Professor Emeritus of Geology* (2001)**R. Jackson Wilson***Sydenham Clark Parsons Professor Emeritus of History* (2001)**Kathryn Addelson***Mary Huggins Gamble Professor Emerita of Philosophy* (2002)**David Ball***Professor Emeritus of French Language and Literature and Comparative Literature* (2002)**Charles Cutler***Professor Emeritus of Spanish and Portuguese* (2002)**Ronald Perera***Elsie Irwin Sweeney Professor Emeritus of Music* (2002)**Philip D. Reid***Louise C. Harrington Professor Emeritus of Biological Sciences* (2002)

James Sacré

Doris Silbert Professor Emeritus in the Humanities (French Language and Literature) (2002)

Malcolm B. E. Smith

Professor Emeritus of Philosophy (2002)

Richard White

Professor Emeritus of Astronomy (2002)

Joan M. Afferica

L. Clark Seelye Professor Emerita of History (2003)

Robert T. Averitt

Professor Emeritus of Economics (2003)

Thomas Sieger Derr, Jr.

Professor Emeritus of Religion and Biblical Literature (2003)

Jaroslaw Volodymyr Leshko

Professor Emeritus of Art (2003)

Peter B. Pufall

Professor Emeritus of Psychology (2003)

Donald Baldwin Reutener, Jr.

Professor Emeritus of Psychology (2003)

Peter I. Rose

Sophia Smith Professor Emeritus of Sociology and Anthropology (2003)

William P. Wittig

Professor Emeritus of Music (2003)

Yvonne Daniel

Professor Emerita of Dance and Afro-American Studies (2004)

Kenneth Edward Fearn

Professor Emeritus of Music (2004)

Lester K. Little

Dwight W. Morrow Professor Emeritus of History (2004)

Elliot Melville Offner

Andrew W. Mellon Professor Emeritus in the Humanities (Art) and Printer Emeritus to the College (2004)

Donald Leonard Robinson

Charles N. Clark Professor Emeritus of Government (2004)

Harold Lawrence Skulsky

Mary Augusta Jordan Professor Emeritus of English Language and Literature (2004)

Hans Rudolf Vaget

Helen and Laura Shedd Professor Emeritus of German Studies and Professor Emeritus of Comparative Literature (2004)

Karl Paul Donfried

Elizabeth A. Woodson 1922 Professor Emeritus of Religion and Biblical Literature (2005)

Ann Arnett Ferguson

Associate Professor Emerita of Afro-American Studies (2005)

Caroline Houser

Professor Emerita of Art (2005)

Chester J. Michalik

Professor Emeritus of Art (2005)

John Porter Sessions

Professor Emeritus of Music (2005)

Mark Aldrich

Marilyn Carlson Nelson Professor Emeritus of Economics (2006)

Myron Peretz Glazer

Barbara Richmond 1940 Professor Emeritus in the Social Sciences (Sociology) (2006)

Howard Nenner

Roe/Straut Professor Emeritus in the Humanities (History) (2006)

Frédérique Apffel-Marglin

Professor Emerita of Anthropology (2007)

Merrie Bergmann

Associate Professor Emerita of Computer Science (2007)

Carl John Burk

Elsie Damon Simonds Professor Emeritus of Biological Sciences (2007)

H. Allen Curran

William R. Kenan, Jr. Professor Emeritus of Geology (2007)

John D. Hellweg

Professor Emeritus of Theatre (2007)

Elizabeth Erickson Hopkins*Professor Emerita of Anthropology* (2007)**Victoria E. V. Poletto***Senior Lecturer Emerita in Italian Language and Literature* (2007)**Denise Rochat***Professor Emerita of French Studies* (2007)**Marjorie Lee Senechal***Louise Wolff Kahn Professor Emerita in Mathematics and History of Science and Technology* (2007)**Joachim W. Stieber***Professor Emeritus of History* (2007)**Nicomedes Suárez-Araúz***Senior Lecturer Emeritus in Spanish and Portuguese* (2007)**Paul Zimet***Associate Professor Emeritus of Theatre* (2007)**Gertraud Gutzmann***Professor Emerita of German Studies* (2008)**Elizabeth Wanning Harries***Helen and Laura Shedd Professor Emerita of Modern Languages (English and Comparative Literature)* (2008)**Monica Jakuc***Elsie Irwin Sweeney Professor Emerita of Music* (2008)**Neal E. Salisbury***Barbara Richmond 1940 Professor Emeritus in the Social Sciences (History)* (2008)**Marina E. Kaplan***Associate Professor Emerita of Spanish and Portuguese and Latin American Studies* (2008)**David Warren Cohen***Professor Emeritus of Mathematics and Statistics* (2009)**Frederick Leonard***Professor Emeritus of Economics* (2009)**Patricia Y. Miller***Associate Professor Emerita of Sociology* (2009)**Helen Lefkowitz Horowitz***Sydenham Clark Parsons Professor Emerita of History and Professor Emerita of American Studies* (2010)**Alan Louis Marvelli***Professor Emeritus of Education and Child Study* (2010)**Gary Lewis Niswonger***Professor Emeritus of Art* (2010)**Karen Pfeifer***Professor Emeritus of Economics* (2010)**Ruth Ames Solie***Sophia Smith Professor Emerita of Music* (2010)**Donald Franklin Wheelock***Irwin and Pauline Alper Glass Professor Emeritus of Music* (2010)

Professors

Martha A. Ackelsberg

William R. Kenan, Jr., Professor of Government and Professor of the Study of Women and Gender
B.A. Radcliffe College, M.A.; Ph.D. Princeton University

Hilton Als

Joan Leiman Jacobson Visiting Nonfiction Writer
Columbia University

Margaret E. Anderson

Professor of Biological Sciences
B.A. Augustana College; Ph.D. Stanford University

Pau Atela

Professor of Mathematics and Statistics
Licenciatura en Matemáticas, University of Barcelona;
Ph.D. Boston University

Raphael Atlas

Professor of Music
B.Mus. Oberlin College; M.Phil., Ph.D. Yale University

Maria Némecová Banerjee

Professor of Russian Language and Literature
Baccalauréat, Collège Marie de France, Montreal; M.A.
Université de Montréal; Ph.D. Harvard University

Randall Bartlett

Professor of Economics
A.B. Occidental College; M.A., Ph.D. Stanford University

Donald C. Baumer

Professor of Government
B.A. Ohio University; M.A., Ph.D. Ohio State University

Giovanna T. Bellesia

Professor of Italian Language and Literature
Ph.D. University of North Carolina at Chapel Hill;
Dottore in Lingue e Letterature Straniere, I.U.L.M.,
Milano

Leonard Berkman

Anne Hesselstine Hoyt Professor of Theatre
B.A. Columbia College; M.F.A., D.F.A. Yale University

Nalini Bhushan

Professor of Philosophy
B.A. Stella Maris College, Madras University;
M.A., M.Phil. Madras Christian College, Madras
University, India; Ph.D. University of Michigan

David Bickar

Professor of Chemistry
B.A. Reed College; Ph.D. Duke University

Mary Ellen Birkett

Professor of French Studies
A.B. Smith College; M.Phil., Ph.D. Yale University

Fletcher A. Blanchard

Professor of Psychology
B.A. University of New Hampshire; Ph.D. University of
Colorado

Peter Anthony Bloom

*Grace Jarcho Ross 1933 Professor of Humanities,
(Music)*
B.A. Swarthmore College; M.A., Ph.D. University of
Pennsylvania

Rodger Blum

Professor of Dance
M.F.A. University of California at Irvine

Anna Botta

*Professor of Italian Language and Literature and of
Comparative Literature*
Laurea, Università di Torino, M.A.; Ph.D. University of
Pennsylvania

Susan C. Bourque

Esther Booth Wiley Professor of Government
B.A., Ph.D. Cornell University

Nancy Mason Bradbury

Professor of English Language and Literature
B.A. Smith College; M.A. Boston College; Ph.D.
University of California at Berkeley

Scott A. Bradbury

Professor of Classical Languages and Literatures
B.A. Amherst College; B.A., M.A. Corpus Christi College,
Oxford University; Ph.D. University of California at
Berkeley

John B. Brady

Mary Elizabeth Moses Professor of Geology
A.B. Harvard College; M.S. University of California at
Los Angeles; Ph.D. Harvard University

Barbara Brehm-Curtis

Professor of Exercise and Sport Studies
B.A. Duke University; M.A., Ed.D. Columbia University

Richard T. Briggs*Professor of Biological Sciences*

B.A. College of Wooster; Ph.D. University of Kansas

Jane Bryden*Iva Dee Hiatt Professor of Music*

B.M., M.M. New England Conservatory

Robert Buchele*Professor of Economics*

B.S. University of California at Los Angeles; M.S.

Massachusetts Institute of Technology; Ph.D. Harvard University

Brigitte Buettner*Louise Ines Doyle 1934 Professor of Art*

Maîtrise, Université de Paris-X Nanterre; Ph.D. Ecole des Hautes Etudes en Sciences Sociales, Paris

H. Robert Burger*Achilles Professor of Geology*

B.S. Yale University; A.M., Ph.D. Indiana University

A. Lee Burns*Professor of Art*

B.A., M.S., M.F.A. University of Iowa

James Joseph Callahan*Professor of Mathematics and Statistics*

B.A. Marist College; Ph.D. New York University

Carol T. Christ*President and Professor of English Language and Literature*

B.A. Douglass College; M.Ph., Ph.D. Yale University

J. Patrick Coby*Professor of Government*

B.A., M.A., Ph.D. University of Dallas

Rosetta Marantz Cohen*Professor of Education and Child Study*

B.A. Yale University; M.F.A. Columbia University; M.Ed., Ed.D. Teachers College, Columbia

John M. Connolly*Professor of Philosophy*

B.A. Fordham College; M.A. Oxford University; Ph.D. Harvard University

Nora F. Crow*Professor of English Language and Literature*

A.B. Stanford University; A.M., Ph.D. Harvard University

R. Craig Davis*Professor of English Language and Literature*

B.A. College of William and Mary; M.A. University of Wales; Ph.D. University of Virginia

John Davis*Alice Pratt Brown Professor of Art and Associate**Provost and Dean for Academic Development*

A.B. Cornell University; M.A., M.Phil., Ph.D. Columbia University

Jill G. de Villiers*Professor of Philosophy and Sophia and Austin Smith**Professor of Psychology*

B.Sc. Reading University, England; Ph.D. Harvard University

Peter A. de Villiers*Sophia and Austin Smith Professor of Psychology*

B.A. Rhodes University, South Africa; B.A. Oxford University; Ph.D. Harvard University

Piotr Decowski*Professor of Physics*

M.Sc., Ph.D. University of Warsaw

Patricia Marten DiBartolo*Professor of Psychology*

A.B. Smith College; M.A., Ph.D. State University of New York at Albany

Donna Robinson Divine*Morningstar Family Professor in the Field of Jewish Studies and Professor of Government*

B.A. Brandeis University; Ph.D. Columbia University

Eglal Doss-Quinby*Professor of French Studies*

B.A. State University of New York at Stony Brook; M.A., Ph.D. New York University

Lois C. Dubin*Professor of Religion*

D.C.S., B.A. McGill University; A.M., Ph.D. Harvard University

Nalini Easwar*Professor of Physics*

B.Sc., M.Sc. University of Bombay, India; M.S., Ph.D. University of Pittsburgh

Suzan Edwards*Professor of Astronomy*

B.A. Dartmouth College; M.S., Ph.D. University of Hawaii

Karen Smith Emerson*Elsie Irwin Sweeney Professor of Music*

B.A. Luther College; M.M. University of Illinois

Susan Etheredge*Professor of Education and Child Study*

A.B., Ed.M. Smith College; Ed.D. University of Massachusetts, Amherst

Richard Fantasia*Barbara Richmond 1940 Professor in the Social Sciences, Professor of Sociology*

B.S. Upsala College; M.S. State University of New York at Buffalo; Ph.D. University of Massachusetts Amherst

Craig M. Felton*Professor of Art*

B.A. Saint Vincent College; M.A., Ph.D. University of Pittsburgh

Dean Scott Flower*Professor of English Language and Literature*

A.B. University of Michigan; Ph.D. Stanford University

Elliot Fratkan*Professor of Anthropology*

B.A. University of Pennsylvania; M.Phil. University of London; Ph.D. Catholic University of America

Sue J. M. Freeman*Professor of Education and Child Study*

B.A. Rutgers University; M.S., Ph.D. University of Wisconsin

Randy O. Frost*Harold Edward and Elsa Siipola Israel Professor of Psychology*

B.A., M.A., Ph.D. University of Kansas

Martine Gantrel*Professor of French Studies*

Agrégée de l'Université, Docteur de Troisième Cycle en Littérature Française, La Sorbonne, Paris, France

Daniel K. Gardner*Dwight W. Morrow Professor of History*

A.B. Princeton University; Ph.D. Harvard University

Jay L. Garfield*Doris Silbert Professor of Philosophy*

A.B. Oberlin College; M.A., Ph.D. University of Pittsburgh

Anthony Giardina*Elizabeth Drew Professor*

B.A. Fordham University

Paula J. Giddings*Elizabeth A. Woodson Professor of Afro-American Studies and Editor of Meridians*

B.A. Howard University

Luc Gilleman*Professor of English Language and Literature*

B.A. Vrije Universiteit, Brussels, Belgium; Ph.D. Indiana University

Howard Gold*Professor of Government*

B.A. McGill University; M.A., M.Phil., Ph.D. Yale University

Steven Martin Goldstein*Sophia Smith Professor of Government*

B.A. Tufts College; M.A. Fletcher School of Law and Diplomacy; Ph.D. Columbia University

Christophe Golé*Professor of Mathematics and Statistics*

B.A. Université Paris; M.A. University of California at Santa Cruz; Ph.D. Boston University

Michael Gorra*Mary Augusta Jordan Professor of English Language and Literature*

A.B. Amherst College; Ph.D. Stanford University

Justina Winston Gregory*Professor of Classical Languages and Literatures*

A.B. Smith College; M.A., Ph.D. Harvard University

Peter Gregory*Jill Ker Conway Professor of Religion and East Asian Studies*

B.A. Princeton University; M.A. Claremont Graduate School; Ph.D. Harvard University

Ruth Haas*Professor of Mathematics and Statistics and of Engineering*

B.A. Swarthmore College; M.S., Ph.D. Cornell University

Deborah Haas-Wilson

Marilyn Carlson Nelson Professor of Economics
B.A. University of Michigan; M.A., Ph.D. University of California at Berkeley

Andrea Hairston

Louise Wolff Kahn Professor of Theatre and Professor of Afro-American Studies
A.B. Smith College; A.M. Brown University

Katherine Taylor Halvorsen

Professor of Mathematics and Statistics
B.A. University of Michigan; M.Ed. Boston University; M.S. University of Washington; D.Sc. Harvard School of Public Health

Maria Estela Harretche

Professor of Spanish and Portuguese
B.A. Taller de Investigaciones Dramaticas, La Plata (Argentina); M.A., Ph.D. University of California at Davis

Mary Harrington

Tipit Professor in the Life Sciences (Psychology)
B.Sc. Pennsylvania State University; M.A. University of Toronto; Ph.D. Dalhousie University

Virginia Hayssen

Professor of Biological Sciences
B.A. Pomona College; Ph.D. Cornell University

Susan Heideman

Professor of Art
B.F.A. Boston University School for the Arts; M.F.A. Indiana University

James M. Henle

Professor of Mathematics and Statistics
A.B. Dartmouth College; Ph.D. Massachusetts Institute of Technology

Daniel Horowitz

Mary Huggins Gamble Professor of American Studies, and Associated Member of History
B.A. Yale College; Ph.D. Harvard University

Jamie Hubbard

Professor of Religion and Yenan Numata Lecturer in Buddhist Studies
B.A. Webster University; M.A., Ph.D. University of Wisconsin

Jefferson Hunter

Helen and Laura Shedd Professor of English Language and Literature and of Film Studies
B.A. Pomona College; B.A. University of Bristol; Ph.D. Yale University

Sam Intrator

Professor of Education and Child Study
B.A. State University of New York, Binghamton; M.A. Middlebury College; M.A., Ph.D. Stanford University

Leslie R. Jaffe, M.D.

Adjunct Associate Professor of Biological Sciences and College Physician

Monica Jakuc

Elise Irwin Sweeney Professor of Music
B.S., M.S. Juilliard School of Music

James H. Johnson

Professor of Exercise and Sport Studies
B.S., M.S., Ph.D. Louisiana State University

Ann Rosalind Jones

Esther Cloudman Dunn Professor of Comparative Literature
B.A. University of California at Berkeley; M.A. Columbia University; Ph.D. Cornell University

Donald Joralemon

Professor of Anthropology
B.A. Oberlin College; M.A., Ph.D. University of California at Los Angeles

Joel S. Kaminsky

Professor of Religion
B.A. Miami University; M.A., Ph.D. University of Chicago Divinity School

Ellen Kaplan

Professor of Theatre
B.A. State University of New York at Binghamton; M.F.A. University of North Carolina at Greensboro

Laura A. Katz

Elsie Damon Simonds Professor of Biological Sciences
A.B. Harvard College; Ph.D. Cornell University

Roger T. Kaufman

Professor of Economics
B.A. Williams College; Ph.D. Massachusetts Institute of Technology

Barbara A. Kellum*Professor of Art*

A.B., A.M. University of Southern California; A.M.
University of Michigan; Ph.D. Harvard University

Jocelyne Kolb*Professor of German Studies*

B.A. Smith College; Ph.D. Yale University

Dana Leibsohn*Priscilla Paine Van der Poel Professor of Art*

B.A. Bryn Mawr College; M.A. University of Colorado;
Ph.D. University of California, Los Angeles

Ann Leone*Professor of French Studies and Landscape Studies*

A.B. Smith College; M.A., Ph.D. Brown University

Richard Lim*Professor of History*

A.B. University of California at Berkeley; M.A., Ph.D.
Princeton University

Robert G. Linck*Professor of Chemistry*

B.S. Case Institute of Technology; Ph.D. University of
Chicago

Mahnaz Mahdavi*Professor of Economics*

B.A. N.I.O.C. College of Accounting and Finance; M.A.
Eastern Michigan University

Maureen A. Mahoney*Adjunct Professor of Psychology and Dean of the
College*

B.A. University of California at Santa Cruz; Ph.D.
Cornell University

Joseph George McVeigh*Professor of German Studies*

B.A. La Salle College; M.A., Ph.D. University of
Pennsylvania

Wayne Meeks, Ph.D.*William Allan Neilson Professor and Woolsey Profes-
sor Emeritus of Biblical Studies at Yale University***Lawrence Meinert***Professor-in-Residence*

B.A. Carleton College; Ph.D. Stanford University

Robert B. Merritt*Professor of Biological Sciences*

B.A., Ph.D. University of Kansas

Borjana Mikic*Professor of Engineering, Director, Picker Engineer-
ing Program*

B.S., M.A., Ph.D. Stanford University

Richard Millington*Sylvia Dlugasch Bauman Professor of American
Studies and Professor of English Language and
Literature*

A.B. Harvard College; M.A., M.Phil., Ph.D. Yale
University

John Moore*Professor of Art*

A.B. Cornell University; A.M., Ph.D. Harvard University

Barry Moser*Professor-in-Residence, Art*

B.S. University of Chattanooga

Albert Mosley*Professor of Philosophy*

B.S., Ph.D. University of Wisconsin, Madison

Suleiman Ali Mourad*Professor of Religion*

B.S., B.A., M.A. American University of Beirut; M.Phil.,
Ph.D. Yale University

Catharine Newbury*Professor of Government*

B.A. Willamette University; M.A., Ph.D. University of
Wisconsin, Madison

David Newbury*Gwendolen Carter Professor of African Studies
(History)*

B.A. Williams College; M.A., Ph.D. University of
Wisconsin, Madison

Robert M. Newton*Professor of Geology*

B.A. University of New Hampshire; M.A. State University
of New York at Binghamton; Ph.D. University of
Massachusetts

Herbert Nickles*Director of Information Technology Services*

B.A., M.A. University of California, Riverside

Jessica Nicoll

*Director and Louise Ines Doyle 1934 Chief Curator
of the Smithsonian Museum of Art*

Richard Francis Olivo

Professor of Biological Sciences
A.B. Columbia University; A.M., Ph.D. Harvard
University

William Allan Oram

*Helen Means Professor of English Language and
Literature*
B.A. Yale College; B.A. Merton College, Oxford; Ph.D.
Yale University

Joseph O'Rourke

*Spencer T. and Ann W. Olin Professor of Computer
Science and Professor of Mathematics and Statistics*
B.S. St. Joseph's University; M.S., Ph.D. University of
Pennsylvania

Thalia Alexandra Pandiri

*Professor of Classical Languages and Literatures
and of Comparative Literature*
A.B. City College of New York; A.M., Ph.D. Columbia
University

Douglas Lane Patey

*Sophia Smith Professor of English Language and
Literature*
A.B. Hamilton College; M.A. (Philosophy), M.A.
(English), Ph.D. University of Virginia

Philip K. Peake

Professor of Psychology
B.A. Carleton College; Ph.D. Stanford University

Cornelia Pearsall

Professor of English Language and Literature
B.A., M.A., Ph.D. Yale University

Paulette Peckol

Louise Harrington Professor of Biological Sciences
B.A. Wittenberg University; Ph.D. Duke University

Bill E. Peterson

Professor of Psychology
B.A. University of California at Berkeley; M.A., Ph.D.
University of Michigan

Karen Pfeifer

Professor of Economics
B.A. University of Connecticut; M.A. State University of
New York at Binghamton; Ph.D. American University

Dwight Pogue

Professor of Art
B.F.A., M.S. Kansas State College; M.F.A. University of
Oklahoma

Alfonso Procaccini

Professor of Italian Language and Literature
B.A. Rider College; M.A. Middlebury College; Ph.D.
Johns Hopkins University

Marsha Kline Pruett

*Maconda Brown O'Connor Professor, Smith College
School for Social Work, and Adjunct Professor of
Psychology*
B.A., M.S. University of Pennsylvania; Ph.D. University
of California, Berkeley; M.S.L., Yale School of Law

Charles Eric Reeves

Professor of English Language and Literature
B.A. Williams College; M.A., Ph.D. University of
Pennsylvania

Nola Reinhardt

Professor of Economics
A.B. University of Connecticut; M.A., Ph.D. University of
California at Berkeley

Marylin Martin Rhie

*Jessie Wells Post Professor of Art and Professor of East
Asian Studies*
M.A., Ph.D. University of Chicago

Thomas H. Rohlich

Professor of East Asian Languages and Literatures
B.A., M.A., Ph.D. University of Wisconsin—Madison

Alan N. Rudnitsky

Professor of Education and Child Study
B.S. Drexel University; M.Ed. University of
Massachusetts Amherst; Ph.D. Cornell University

Margaret Sarkissian

Professor of Music
B.Mus. King's College, University of London; M.M.,
Ph.D. University of Illinois at Urbana—Champaign

Elizabeth Savoca*Professor of Economics*

B.A. Douglass College of Rutgers University; M.A., Ph.D. University of California at Berkeley

Marilyn Schuster*Provost and Dean of the Faculty and**Andrew W. Mellon Professor in the Humanities (The Study of Women and Gender)*

B.A. Mills College; M.Phil., Ph.D. Yale University

Stylianios P. Scordilis*Professor of Biological Sciences*

A.B. Princeton University; Ph.D. State University of New York at Albany

Sharon Cadman Seelig*Roe/Straut Professor in the Humanities (English Language and Literature)*

B.A. Carleton College; M.A., Ph.D. Columbia University

Christine M. Shelton*Professor of Exercise and Sport Studies*

B.S. Madison College; M.S. James Madison University

Richard Jonathan Sherr*Caroline L. Wall '27 Professor of Music*

B.A. Columbia University; M.F.A., Ph.D. Princeton University

Nancy J. Shumate*Professor of Classical Languages and Literatures*

B.A. Indiana University; M.A., Ph.D. Harvard University

Donald Steven Siegel*Professor of Exercise and Sport Studies*

B.S. Brooklyn College; M.S. University of Massachusetts Amherst; Ed.D. University of North Carolina at Greensboro

Patricia Lyn Skarda*Professor of English Language and Literature*

B.A. Sweet Briar College Texas Tech University; Ph.D. University of Texas at Austin

Catherine H. Smith*Professor of Theatre*

A.B. Smith College; M.A. University of Virginia; M.F.A. University of Texas

L. David Smith*Professor of Biological Sciences*

B.A. University of Virginia; M.S. University of South Carolina; Ph.D. University of Maryland

Ruth Ames Solie*Sophia Smith Professor of Music*

A.B. Smith College; M.A., Ph.D. University of Chicago

Elizabeth V. Spelman*Barbara Richmond 1940 Professor in the Humanities, Professor of Philosophy*

B.A. Wellesley College; Ph.D. Johns Hopkins University

Charles P. Staelin*Professor of Economics*

B.A., M.S., Ph.D. University of Michigan

Peter Stallybrass*Kennedy Professor in Renaissance Studies***Nancy Saporta Sternbach***Professor of Spanish and Portuguese*

B.A. University of Wisconsin; M.A. Middlebury College, Madrid; Ph.D. University of Arizona

Ileana Streinu*Charles N. Clark Professor of Computer Science*

Ph.D. Rutgers University

Michael Thurston*Professor of English Language and Literature*

B.A. University of North Texas; A.M., Ph.D. University of Illinois, Urbana-Champaign

Stephen G. Tilley*Myra A. Sampson Professor of Biological Sciences*

B.S. Ohio State University; M.S., Ph.D. University of Michigan

Susan R. Van Dyne*Professor of the Study of Women and Gender*

B.A. University of Missouri at Columbia; Ph.D. Harvard University

Janie Vanpée*Professor of French Studies*

A.B. Smith College; M.Phil., Ph.D. Yale University

Susan Kay Waltner*Professor of Dance*

B.A. Occidental College; M.S. University of Wisconsin

Donald Franklin Wheelock*Irwin and Pauline Alper Glass Professor of Music*

A.B. Union College; M.Mus. Yale School of Music

Gregory White*Professor of Government*A.B. Lafayette College; M.A. University of Delaware;
M.A., Ph.D. University of Wisconsin, Madison**Christine White-Ziegler***Professor of Biological Sciences*

B.A. University of Virginia; Ph.D. University of Utah

Nancy Whittier*Professor of Sociology*

B.A., M.A., Ph.D. Ohio State University

Steven A. Williams*Gates Professor of Biological Sciences*

B.A., M.S., Ph.D. University of California at Davis

Louis Wilson*Professor of Afro-American Studies*B.A. California State University; M.A., Ph.D. University
of California at Los Angeles**Alexander Woronzoff-Dashkoff***Professor of Russian Language and Literature*B.A. University of California at Los Angeles; M.A., Ph.D.
University of Southern California**Dennis T. Yasutomo***Professor of Government*B.A., M.A. San Francisco State University; M.A., M.Phil.,
Ph.D. Columbia University**Carol Zaleski***Professor of World Religions (Religion)*B.A. Wesleyan University; M.A., Ph.D. Harvard
University**Malgorzata Zielinska-Pfabé***Sophia Smith Professor of Physics*M.Sc. University of Warsaw; Ph.D. Institute of Nuclear
Research, Warsaw**Andrew Zimbalist***Robert A. Woods Professor of Economics*B.A. University of Wisconsin; M.A., Ph.D. Harvard
University**Ann Zulawski***Professor of History and of Latin American Studies*B.A. University of Wisconsin at Madison; M.S. Bank
Street College; M.A., Ph.D. Columbia University

Associate Professors

Ravina Aggarwal*Associate Professor of Anthropology*B.A. University of Bombay; M.S. Purdue University;
Ph.D. University of Indiana**Elisabeth Armstrong***Associate Professor of the Study of Women and
Gender*

B.A. Pomona College; M.A., Ph.D. Brown University

Ernest J. Benz*Associate Professor of History*

B.A., M.A., Ph.D. University of Toronto

Mlada Bukovansky*Associate Professor of Government*

B.A. Colorado College; M.A., Ph.D. Columbia University

Ginetta Candelario*Associate Professor of Sociology and Latin American
Studies*A.B. Smith College; M.A., Ph.D. City University of New
York**Judith Cardell***Clare Boothe Luce Associate Professor of Computer
Engineering*A.B., B.S., Cornell University; M.S., Ph.D. Massachusetts
Institute of Technology**Floyd Cheung***Associate Professor of English Language and
Literature*

B.A. Whittier College; M.A., Ph.D. Tulane University

Robert Dorit*Associate Professor of Biological Sciences*B.A., M.A. Stanford University; M.A., Ph.D. Harvard
University**Lauren E. Duncan***Associate Professor of Psychology*B.A. University of Southern California, Los Angeles;
M.A., Ph.D. University of Michigan, Ann Arbor**Glenn Ellis***Associate Professor of Engineering*

B.S. Lehigh University; M.A., Ph.D. Princeton University

Gary Felder*Associate Professor of Physics*

B.A. Oberlin College; Ph.D. Stanford University

Nathanael A. Fortune*Associate Professor of Physics*

B.A. Swarthmore College; Ph.D. Boston University

Judy Franklin*Associate Professor of Computer Science*

B.A. Clarion University of Pennsylvania; M.S., Ph.D. University of Massachusetts, Amherst

Dawn Fulton*Associate Professor of French Studies*

B.A. Yale University; Ph.D. Duke University

Velma Garcia*Associate Professor of Government*

A.B. Smith College; M.A., M.Phil., Ph.D. Yale University

Bosiljka Glumac*Associate Professor of Geology*

B.Sc., University of Zagreb, Croatia; Ph.D. University of Tennessee at Knoxville

Jonathan Gosnell*Associate Professor of French Studies*

B.A. Brown University; M.A. Ph.D. New York University

Suzanne Z. Gottschang*Associate Professor of Anthropology and East Asian Studies*

B.A., M.A. University of California, Los Angeles; Ph.D. University of Pittsburgh

Kyriaki Gounaridou*Associate Professor of Theatre*

B.F.A. Drama Conservatory of Thessaloniki, Greece; M.A. San Jose State College; Ph.D. University of California, Davis

Jennifer Guglielmo*Associate Professor of History*

B.A. University of Wisconsin, Madison; M.A. University of New Mexico; Ph.D. University of Minnesota

Andrew Guswa*Associate Professor of Engineering*

B.Sc. Princeton University; M.Sc., Ph.D. Stanford University

Ambreen Hai*Associate Professor of English Language and Literature*

B.A. Wellesley College; M.A., M.Phil., Ph.D. Yale University

Adam Hall*Associate Professor of Biological Sciences*

B.A., M.A. University of Cambridge, U.K.; Ph.D. University of London, U.K.

Marguerite Itamar Harrison*Associate Professor of Spanish and Portuguese*

B.A. Mary Baldwin College; M.A. University of Texas, Austin; Ph.D. Brown University

Robert Hauck*Adjunct Associate Professor of Government***Alice Hearst***Associate Professor of Government*

B.A. Idaho State University; M.A., Ph.D. Cornell University; J.D. University of Washington Law School

Nicholas Horton*Associate Professor of Mathematics and Statistics*

A.B. Harvard College; Sc.D. Harvard School of Public Health

Nicholas Howe*Associate Professor of Computer Science*

A.B. Princeton University; M.S., Ph.D. Cornell University

Shizuka Hsieh*Associate Professor of Chemistry*

B.A. Carleton College; D.Phil. Oxford University (U.K.)

Maki Hirano Hubbard*Associate Professor of East Asian Languages and Literatures*

B.A. Waseda University, Tokyo; M.A., Ph.D. University of Wisconsin

Carolyn Jacobs*Elizabeth Marting Treubhaft Professor, Dean of the School for Social Work, and Adjunct Associate Professor in Afro-American Studies*

B.A. Sacramento State University; Ph.D. Brandeis University

Elizabeth Jamieson*Associate Professor of Chemistry*

A.B. Smith College; M.A., Ph.D. Massachusetts Institute of Technology

Michelle Joffroy*Associate Professor of Spanish and Portuguese*

B.A. University of Massachusetts at Amherst; M.A., Ph.D. University of Arizona

Alexandra Keller*Associate Professor of Film Studies*

B.A. Harvard University; Ph.D. New York University

Gillian Kendall*Associate Professor of English Language and Literature*

B.A., M.A. Stanford University; M.A., Ph.D. Harvard University

Leslie King*Associate Professor of Sociology*

B.A. Hunter College; M.A., Ph.D. University of Illinois, Urbana-Champaign

Sabina Knight*Associate Professor of Chinese and Comparative Literature*

B.A. University of Wisconsin, Madison; M.A. University of California, Berkeley; M.A., Ph.D. University of Wisconsin, Madison

Kimberly Kono*Associate Professor of East Asian Languages and Literatures*

B.A., M.A., Ph.D. University of California, Berkeley

Daphne Lamothe*Associate Professor of Afro-American Studies*

B.A. Yale University; Ph.D. University of California, Berkeley

Reyes Lázaro*Associate Professor of Spanish and Portuguese*

B.A. Universidad de Deusto, Spain; M.A., Ph.D. University of Massachusetts Amherst

Gary Lehring*Associate Professor of Government*

B.A., M.A. University of Louisville; Ph.D. University of Massachusetts Amherst

Marc Lendler*Associate Professor of Government*

B.A. Antioch College; Ph.D. Yale University

Susan Levin*Associate Professor of Philosophy*

B.A. Pomona College; Ph.D. Stanford University

Thomas S. Litwin*Adjunct Associate Professor of Biological Sciences and Director of the Science Center*

B.A. Hartwick College; Ph.D. Cornell University

James Lowenthal*Associate Professor of Astronomy*

B.S. Yale College; Ph.D. University of Arizona

James Miller*Associate Professor of Economics*

B.A. Wesleyan University; M.A. Yale University; Ph.D. University of Chicago; J.D. Stanford

Katwiwa Mule*Associate Professor of Comparative Literature*

B.Ed., M.A. Kenyatta University, Nairobi; Ph.D. Pennsylvania State University

Lucy Mule*Associate Professor of Education and Child Study*

B.Ed. Kenyatta University, Nairobi, Kenya; Ph.D. Pennsylvania State University

Roisin O'Sullivan*Associate Professor of Economics*

M.A. Ohio State University; M.S. University of Galway, Ireland; Ph.D. Ohio State University

Joel Pitchon*Associate Professor of Music*

B.Mus., M.Mus. The Juilliard School

Nnamdi Pole*Associate Professor of Psychology*

B.A. Rutgers University; M.A., Ph.D. University of California, Berkeley

Kevin E. Quashie*Associate Professor of Afro-American Studies*

B.A. Florida International University; M.A. Bowling Green State University; M.A., Ph.D. Arizona State University

Kate Queeney*Associate Professor of Chemistry*

B.A. Williams College; Ph.D. Harvard University

Jeffrey Ramsey*Associate Professor of Philosophy*

B.A. Kansas State University; M.A., Ph.D. University of Chicago

Amy Larson Rhodes*Associate Professor of Geology*

A.B. Smith College; M.S., Ph.D. Dartmouth College

Thomas A. Riddell*Associate Dean of the College, Dean of the First-Year Class, and Associate Professor of Economics.*

B.A. Swarthmore College; M.A., Ph.D. American University

Donna Riley*Associate Professor of Engineering*

B.S.E. Princeton University; Ph.D. Carnegie Mellon University

Andy Rotman*Associate Professor of Religion*

B.A. Columbia University; Ph.D. University of Chicago

Kevin Rozario*Associate Professor of American Studies*

B.A. University of Warwick, U.K.; M.A. University of London; Ph.D. Yale University

Kevin Shea*Associate Professor of Chemistry*

B.Sc. Worcester Polytechnic Institute; Ph.D. Massachusetts Institute of Technology

Vera Shevzov*Associate Professor of Religion*

B.A., M.Phil. Yale University; M.Div. St. Vladimir's Orthodox Theological Seminary; Ph.D. Yale University

Patricia L. Sipe*Associate Professor of Mathematics and Statistics*

B.S. Union College; M.S., Ph.D. Cornell University

Marc W. Steinberg*Associate Professor of Sociology*

A.B., M.A. The Johns Hopkins University; Ph.D. University of Michigan

Cristina Suarez*Associate Professor of Chemistry*

B.S., Ph.D. University of California at Davis

Dominique F. Thiébaut*Associate Professor of Computer Science*

Diplôme d'Etudes Universitaires Générales (DEUG), Université Pierre et Marie Curie, Paris VI, France; Maîtrise ès Sciences, Institut d'Informatique, Université Pierre et Marie Curie; M.S., Ph.D. University of Massachusetts

Hélène Visentin*Associate Professor of French Studies*

B.A., M.A. Université de Montréal; Docteur de L' Université de Paris-Sorbonne

Susan Voss*Associate Professor of Engineering*

B.S. Brown University; M.S., Ph.D. Massachusetts Institute of Technology

Steve Waksman*Associate Professor of Music*

B.A. University of California, Berkeley; M.A. University of North Carolina, Chapel Hill; Ph.D. University of Minnesota

Frazer Ward*Associate Professor of Art*

B.A., M.A. University of Sydney; Ph.D. Cornell University

Doreen A. Weinberger*Associate Professor of Physics*

B.A. Mount Holyoke College; Ph.D. University of Arizona

Maryjane Wraga*Associate Professor of Psychology*

B.A. University of Hartford; Ph.D. Emory University

Lynne Yamamoto*Associate Professor of Art*

B.A. The Evergreen State College; M.A. New York University

Byron L. Zamboanga*Associate Professor of Psychology*

B.A. University of California, Berkeley; M.A., Ph.D. University of Nebraska, Lincoln

Assistant Professors

Marnie Anderson

Assistant Professor of History

A.B. Smith College; M.A. University of Michigan; Ph.D. University of Michigan

Nina Antonetti

Assistant Professor of Landscape Studies

B.A. Richmond University, U.K.; Ph.D. University of London

Fernando Armstrong-Fumero

Assistant Professor of Anthropology

B.A., M.A. University of Pennsylvania; Ph.D. Stanford University

Payal Banerjee

Assistant Professor of Sociology

B.S., Wilson College; Ph.D. Syracuse University

Riché Barnes

Assistant Professor of Afro-American Studies

B.A. Spelman College; M.S. Georgia State University; M.A., Ph.D. Emory University (effective September 2010)

Michael Barresi

Assistant Professor of Biological Sciences

B.A. Merrimack College; Ph.D. Wesleyan University

Annaliese Beery

Assistant Professor of Psychology

B.A. Williams College; Ph.D. University of California, Berkeley

Jesse Bellemare

Assistant Professor of Biological Sciences

B.S. University of Massachusetts, Amherst; M.F.S., Ph.D. Harvard University

Joshua Birk

Assistant Professor of History

B.A. Brown University; M.A., Ph.D. University of California, Santa Barbara

Ibtissam Bouachrine

Assistant Professor of Spanish and Portuguese

B.A., M.A. West Virginia University; Ph.D. Tulane University

Darcy Buerkle

Assistant Professor of History

B.A. University of Missouri; Ph.D. Claremont Graduate University

Michael Bush

Visiting Assistant Professor in Mathematics and Statistics

B.Sc. University of Sydney; Ph.D. University of Illinois, Urbana-Champaign

Justin Cammy

Assistant Professor of Jewish Studies

B.A. McGill University; A.M., Ph.D. Harvard University

Elizabeth Denne

Assistant Professor of Mathematics and Statistics

B.Sc. University of Sydney; Ph.D. University of Illinois, Urbana-Champaign

Brent Durbin

Assistant Professor of Government

B.A. Oberlin College; M.P.P. Harvard University; Ph.D. University of California, Berkeley

Maureen Fagan

Assistant Professor of Chemistry

B.S. University of New Hampshire; Ph.D. University of Wisconsin, Madison

Serguei Glebov

Five College Assistant Professor of Russian History

B.A. St. Petersburg State University, Russian Federation; M.A. Central European University, Budapest, Hungary

Judith Gordon

Assistant Professor of Music

B.Mus. New England Conservatory of Music

Cyril Ghosh

Visiting Assistant Professor of Government

B.A., M.A. Jadavpur University, India; M.A., Ph.D. Syracuse University

Benita Jackson

Assistant Professor of Psychology

B.A. University of California, Berkeley; A.M., Ph.D. University of Michigan, Ann Arbor

Laura Anne Kalba

Assistant Professor of Art

B.A. Concordia College; M.A. McGill University; Ph.D. University of Southern California, Los Angeles

Jina Kim*Assistant Professor of East Asian Studies*

B.A. University of Chicago; M.A.I.S., M.A., Ph.D.
University of Washington, Seattle

Linda Kim*Visiting Assistant Professor of Art*

B.A. Barnard College; M.A., Ph.D. University of
California, Berkeley

Elizabeth A. Klarich*Assistant Professor under the Five College Program
(Anthropology)*

B.A. University of Chicago; M.A., Ph.D. University of
California, Santa Barbara

Daniel Kramer*Assistant Professor of Theatre***Eitan Mendelowitz***Assistant Professor of Computer Science*

B.A. Wesleyan University; M.Sc., M.F.A. University of
California, Los Angeles

Denise McKay*Assistant Professor of Engineering*

B.S. Humboldt State University; M.S., Ph.D. University
of Michigan, Ann Arbor

Malcolm McNee*Assistant Professor of Spanish and Portuguese*

B.A. University of Idaho; M.A. Tulane University; Ph.D.
University of Minnesota, Twin Cities

Caroline Melly*Assistant Professor of Anthropology*

B.A. University of Pittsburgh; M.A., Ph.D. University of
California, Irvine

James Middlebrook*Assistant Professor of Art*

B.S. University of Virginia; M.Arch Columbia University

Laurel G. Miller-Sims*Assistant Professor of Mathematics*

Ph.D. McMaster University

Grant Russell Moss*Senior Lecturer in Music and Organist to the College*

B.Mus. University of Nebraska; M.M., M.M.A., D.M.A.
Yale University

Sara B. Pruss*Assistant Professor of Geology*

B.S. University of Rochester; M.S., Ph.D. University of
Southern California

Elizabeth Stordeur Pryor*Assistant Professor of History*

B.A. Tufts University; M.A., Ph.D. Cornell University

Maria Helena Rueda*Assistant Professor of Spanish and Portuguese*

Licenciada, Universidad de Los Andes, Bogotá,
Colombia; M.A. State University of New York, Stony
Brook; Ph.D. Stanford University

Susan Stratton Sayer*Assistant Professor of Economics*

B.A. Swarthmore College; M.S., Ph.D. University of
California, Berkeley

Nadya Jeanne Sbaiti*Assistant Professor of History*

B.A. Tufts University; M.A., Ph.D. Georgetown University

Gail E. Scordilis*Adjunct Assistant Professor of Biological Sciences*

A.B. Smith College; Ph.D. University of Massachusetts

Antonella Sisto*Five College Mellon Post-Doctoral Fellow in Italian
Studies*

Laurea, Università degli Studi di Bari, Italia

John Slepian*Assistant Professor of Art*

B.F.A., New York University; M.F.A. San Francisco Art
Institute

Eeva Sointu*Assistant Professor of Sociology*

B.A., M.A., Ph.D. Lancaster University, U.K.

Fraser Stables*Assistant Professor of Art*

B.A. Edinburgh College of Art; M.F.A. University of
Guelph, Ontario, Canada

Andrea Stone*McPherson Post-Doctoral Fellow and Assistant
Professor of Art*

B.A., B.Ed., M.A. University of Western Ontario; Ph.D.
University of Toronto

Paul Voss*Assistant Professor of Engineering*

B.A., B.S. Brown University; Ph.D. Harvard University

Joel Westerdale*Assistant Professor of German Studies*

B.A. University of Michigan; A.M., Ph.D. Harvard University

Carolyn Wetzel*Assistant Professor of Biological Sciences*

B.S. University of Michigan; Ph.D. Cornell University

Tina Wildhagen*Assistant Professor of Sociology*

B.A. Grinnell College; M.A., Ph.D. University of Iowa

SuJane Wu*Assistant Professor of East Asian Languages and Literatures*

B.A. Soochow University, Taipei, Taiwan; M.A., Ph.D. University of Wisconsin, Madison

Jeremy Fan Zhang*Freeman-McPherson Post-Doctoral Teaching and Curatorial Fellow in East Asian Art*

B.A. Jilin University, China; M.A. Vanderbilt University

Instructors

Lester Tomé*Instructor in Dance*

B.A. University of Havana

Lecturers

Vanessa Adel*Lecturer in Sociology*

B.A. Long Island University; M.A., Lesley College; M.A. University of Massachusetts

Mark Aldrich*Lecturer and Professor Emeritus of Economics*

B.A. Middlebury College; M.A. University of California, Berkeley; Ph.D. University of Texas

Ernest Alleva*Lecturer in Philosophy*

B.A., M.A., M.Phil., Ph.D. Columbia University

Anouk Alquier*Lecturer in French Studies*

M.A. Université de Toulouse-le-Mirail; M.A. Washington University

Julio Alves*Lecturer in English Language and Literature***Joel Anderson***Lecturer in English Language and Literature*

B.A. Northwestern College; M.A. University of Massachusetts, Amherst

Kelly Anderson*Lecturer in the Study of Women and Gender*

B.A. University of California, Santa Cruz; M.A. Sarah Lawrence College

Christine Andrews*Lecturer in Art*

A.B. Smith College; M.A., Ph.D. Northeastern University

Martin Antonetti*Lecturer in Art and Curator of Rare Books*

M.S.L.S.

Timothy Bacon*Lecturer in Exercise and Sport Studies*

M.A. University of Western Toronto

Silvia Berger*Lecturer in Spanish and Portuguese*

B.A. National Conservatory of Music; M.A., Ph.D. University of Massachusetts

Thomas Bernardin*Lecturer in Economics*

B.S. New York University; M.A. Union Theological Seminary

Carol Berner*Lecturer in Education and Child Study*

B.A. Harvard University; M.Ed.

Abdelkader Berrahmoun*Five College Teaching Fellow and Lecturer in Middle East Studies*

B.A. Oran University, Algeria; B.A. La Sorbonne University, Paris; M.A. Creteil University, Paris

Reid Bertone-Johnson*Lecturer in Landscape Studies*

B.S. Tufts University; Ed.M. Harvard University; M.L.A. University of Massachusetts

Jackie Blei*Lecturer in Exercise and Sport Studies***Ann Edwards Boutelle***Senior Lecturer in English Language and Literature;**Grace Hazard Conkling Writer-in-Residence*

M.A. University of Saint Andrews; M.A., Ph.D. New York

University

L. Scott Brand*Lecturer in Religion*

B.A. University of Florida; M.Phil. Yale University

Mark Brandriss*Lecturer in Geology*

B.A. Wesleyan University; M.S., Ph.D. Stanford

University

Ilona Bretschneider Ben-Moshe*Lecturer in Jewish Studies*

B.A. University of Tel-Aviv; M.S.S. The Hebrew University

Billbob Brown*Lecturer in Dance***Daniel Brown***Lecturer in History*

B.A. Northwestern University; Ph.D. University of

Chicago

Gregory Brown*Lecturer and Assistant Director of Choral Music*

B.A. Amherst College; M.M. Westminster Choral College;

D.M.A. University of Georgia, Athens

Margaret Bruzelius*Lecturer in Comparative Literature and Dean of the**Senior Class and Second-Semester Juniors***Kerry Buckley***Lecturer in American Studies*

Ph.D. University of Massachusetts, Amherst

Fabienne Bulot*Lecturer in French Studies*

License, Maîtrise, Paris W, Sorbonne; D.E.A., Paris X,

Nanterre

Carl J. Burk*Lecturer and Professor Emeritus of Biological**Sciences*

A.B. Miami University; M.A., Ph.D. University of North

Carolina

Lâle Aka Burk*Senior Lecturer in Chemistry*

A.B. The American College for Girls, Istanbul; A.M.

Smith College; Ph.D. University of Massachusetts

Amherst

Akiva Cahn-Lippman*Lecturer in Music*

B.Mus. Oberlin Conservatory of Music; M.M. The

Julliard School; D.M.A. University of Cincinnati College

Conservatory of Music

Carl Caivano*Lecturer in Art*

B.F.A. Syracuse University; M.F.A. University of

Massachusetts

Debra L. Carney*Lecturer in English Language and Literature*

B.A., M.F.A. University of Massachusetts

Joshua Carreiro*Lecturer in Sociology*

B.A. University of Connecticut, Storrs; M.A. University of

Massachusetts Amherst

Edward Check*Senior Lecturer in Theatre*

B.F.A. State University of New York, Purchase; M.F.A.

Yale University

Ya-Lin Chen*Lecturer in East Asian Languages and Literatures*

B.A. National Taiwan University; M.A. National

Kaohsiung Normal University

Ellie Yunjung Choi*Lecturer in East Asian Studies*

B.A. Northwestern University; M.A. University of

California, Los Angeles; Ph.D. Harvard University

Jim Coleman*Lecturer in Dance*

B.A. University of California at Santa Cruz; M.F.A.

University of Utah

Charles Cutler*Lecturer and Professor Emeritus in Spanish and**Portuguese*

B.A. Williams College; M.A., Ph.D. University of

Michigan

Holly Davis*Lecturer in English Language and Literature*

B.A. Wittenberg University; M.A. State University of New York at Albany

Carole Delaitre, Master de lettres modernes*Visiting Lecturer from the École Normale Supérieure in Paris***Tom R. Dennis***Lecturer in Astronomy*

B.A., M.A. University of Michigan; Ph.D. Princeton University

Ranjana Devi*Lecturer in Dance (University of Massachusetts Fine Arts Center)***Brenda Sue Divelbliss***Lecturer in Dance***Laura DiPofi***Lecturer in Italian Language and Literature***M. Darby Dyar***Lecturer in Astronomy***Molly Falsetti-Yu***Lecturer in Spanish and Portuguese*

B.A. State University of New York, Binghamton; M.A. University of Massachusetts

Paola Ferrario*Harnish Visiting Artist*

B.F.A. San Francisco Art Institute; M.F.A. Yale University

Charles Flachs*Lecturer in Dance***Rose Flachs***Lecturer in Dance***Terese Freedman***Lecturer in Dance*

B.A. University of Colorado at Boulder

Melissa G. Garcia*Lecturer in American Studies***Janice Gatty***Lecturer in Education and Child Study*

B.A. Mills College; Ed.M. Smith College; Ed.D. University of Massachusetts Amherst

John Gibson*Senior Lecturer in Art*

B.F.A. Rhode Island School of Design; M.F.A. Yale University

Cloelle Giddings*Lecturer in Engineering*

B.S. Smith College; M.S. Cornell University

Sarah Gillemann*Lecturer in English Language and Literature*

B.A. Smith College; M.A. Boston College

Patricia Gonzalez*Senior Lecturer in Spanish and Portuguese*

B.A. Mary Baldwin College; M.A. Middlebury College; Ph.D. University of Texas at Austin

Ron Gorevic*Lecturer in Music*

Performance Diploma, Guildhall School of Music, London

Alicia Gram*Lecturer in Mathematics and Statistics*

B.S. State University of New York at Stony Brook; M.S. Harvard School of Public Health; M.A. Simmons College

Serena Grattarola*Lecturer in Italian Language and Literature*

M.A. University of California, Los Angeles; M.A. Harvard University

George S. Greenstein*Lecturer in Astronomy*

B.S. Stanford University; Ph.D. Yale University

Peter Gunn*Lecturer in History*

A.B. Dartmouth College; M.Ed. Harvard University

Robert Gutermuth*Five College Astronomy Education/Research Fellow and Lecturer*

B.A. Alford University; M.A., Ph.D. University of Rochester

Gertraud Gutzmann*Lecturer in German Studies and Professor Emerita*

B.A., M.A. Middlebury College; Ph.D. University of Massachusetts, Amherst

Jennifer Hall-Witt*Lecturer in History*

B.A. Northwestern University; M.A., Ph.D. Yale University

Salman Hameed*Lecturer in Astronomy*

B.S. State University of New York, Stony Brook; M.S. New Mexico State University; Ph.D. New Mexico State University

Steven Heim*Lecturer in Religion*

B.A., M.A. University of California, Santa Barbara

John Hellweg*Lecturer and Professor Emeritus of Theatre*

B.A. University of California, Riverside; M.A. Stanford University; Ph.D. University of California, Berkeley

James Hicks*Director. Diploma in American Studies*

B.A., B.S. Michigan State University; Ph.D. University of Pennsylvania

Constance Valis Hill*Lecturer in Dance***Jonathan Hirsh***Senior Lecturer and Director of Orchestral and Choral Activities*

B.A. Amherst College; M.M., D.M.A. University of Michigan

Robert Ellis Hosmer, Jr.*Senior Lecturer in English Language and Literature*

A.B. College of the Holy Cross; M.A. (Religion) Smith College; M.A. (English), Ph.D. University of Massachusetts Amherst

Susannah Howe*Director of the Design Clinic and Lecturer in Engineering*

B.S.E. Princeton University; M.Eng., Ph.D. Cornell University

Jing Hu*Lecturer in East Asian Languages and Literatures*

B.A. Luoyang Foreign Language Institute, P.R. China; M.A. Peking University; M.A. University of Wisconsin

Maya Smith Janson*Lecturer in English Language and Literature*

A.B. Smith College; M.F.A. Warren Wilson College

Peter Jones*Lecturer in Dance***Lisandro Kahan***Lecturer in Spanish and Portuguese*

M.A., M.Phil. Yale University

Reiko Kato*Lecturer in East Asian Languages and Literatures***Neal Katz***Lecturer in Astronomy***Judith Keyler-Mayer***Senior Lecturer in German Studies*

M.A. Ludwig-Maximilians Universität, Munich, Germany; Ph.D. University of Massachusetts, Amherst

Michael Klare*Five College Lecturer in Government***Lucretia Knapp***Lecturer in Film Studies*

B.A., M.A., The Ohio State University; M.F.A. University of Michigan, Ann Arbor

Maryanne Kodzis*Lecturer in Dance***Mary Koncel***Lecturer in English Language and Literature***Yuri Kumagai***Lecturer in East Asian Languages and Literatures*

B.A., M.Ed., Ed.D. University of Massachusetts Amherst

Erika Laquer, Ph.D.*Dean of the Sophomore Class, First-Semester Juniors, and Ada Comstock Scholars***Denise Lello***Lecturer in Biological Sciences*

B.A. University of Chicago; B.S., Ph.D. University of Washington

Katherine Lemons*Lecturer in Anthropology*

B.A. Stanford University; M.A. University of California, Berkeley

Jonathan Lipman*Lecturer in History*

B.A. Harvard College; M.A., Ph.D. Stanford University

Daphne Lowell*Lecturer in Dance*

B.A. Tufts University; M.F.A. University of Utah

Katie Martin*Lecturer in Dance***Suk Massey***Lecturer in East Asian Languages and Literatures*

B.A. Chosun University, Kwang-ju, Korea; M.A. Ewha Women's University, Seoul, Korea; M.A. St. Michael's College; C.A.G.S., University of Massachusetts

Cynthia McLaughlin*Lecturer in Dance***Donna Mejia***Lecturer in Dance*

B.S. University of Colorado, Boulder

Bernadine Mellis*Five College Visiting Artist in Film Studies***Cynthia McLaughlin***Lecturer in Dance***Rosemary McNaughton***Lecturer in Astronomy***Marilyn Middleton Sylla***Five College Lecturer in Dance***Esteban Monserrate, Ph.D.***Lecturer and Laboratory Instructor in Biological Sciences*

M.S., Ph.D. University of Massachusetts Amherst

Dorothy Moss*Lecturer in American Studies*

M.A. Williams College

Mary Murphy*Senior Lecturer in Mathematics and Statistics*

B.A. College of St. Elizabeth; M.A.T. The Johns Hopkins University

Alice Nash*Lecturer in the Study of Women and Gender***Paul Newlin***Lecturer in Public Policy*

B.S., M.A. University of Massachusetts Amherst

Robert Nicholson*Lecturer in Biological Sciences*

B.S. University of Connecticut, Storrs; M.A. Harvard University

Cathy Nicoli*Lecturer in Dance***Norma Noel***Lecturer in Theatre***Rebecca Nordstrom***Lecturer in Dance*

B.A. Antioch College; M.F.A. Smith College

Andrew Olendzki*Lecturer in Religion*

B.A. University of Colorado, Boulder; M.A., Ph.D. University of Lancaster, England

David Palmer*Lecturer in Psychology*

B.S., M.S., Ph.D. University of Massachusetts

Dawn Peterson*Lecturer in History*

B.A. Barnard College

Indira Peterson*Lecturer in Comparative Literature and English***Jennifer Polins***Lecturer in Dance***Ann Porter***Lecturer in Spanish and Portuguese*

B.A. Bryn Mawr College; M.A., Ph.D. Brown University

Beth Powell*Lecturer in Psychology*

A.B. Smith College; M.A., Ph.D. University of Massachusetts at Amherst

Jennifer Pruitt*Lecturer in Art*

A.B. Smith College; M.A., Ph.D. Harvard University

Elizabeth Pufall*Lecturer in Psychology*

Cathy Hofer Reid

*Principal of the Campus School and Lecturer
(Education and Child Study)*

B.A. Hamline University; M.S. Utah State University;
Ph.D. University of Connecticut.

Daniel Rivers

Lecturer in the Study of Women and Gender

B.A. University of California, Berkeley; M.A. University
of California, Santa Barbara; Ph.D. Stanford University

Elizabeth Joy Roe

Visiting Artist and Lecturer in Music

B.M., M.M. The Julliard School.

Susanne Rohr

Hamburg Exchange Lecturer in American Studies

Timothy Ruback

Lecturer in Government

B.A. Bates College; M.A. Arizona State University

Maureen Ryan

Lecturer in Classical Languages and Literatures

B.A., M.A., Ph.D. Ohio State University

Candice Salyers

Lecturer in Dance

B.L.S. University of Memphis; M.F.A. Smith College.

Samuel Scheer

Lecturer in English Language and Literature

B.A. Bennington College; M.Phil. Oxford University

Katherine Schneider

Lecturer in Art

B.A. Yale University; M.F.A. Indiana University

Stephen E. Schneider

Lecturer in Astronomy

Anne Schwartz

Lecturer in Mathematics and Statistics

A.B. Dartmouth College; M.A., Ph.D. University of
California, San Diego.

Peggy Schwartz

Lecturer in Dance

B.A. University of Rochester; M.A. State University of
New York at Buffalo.

Jody Shapiro

Lecturer in Religion

B.A. Amherst College; M.Sc. University of Edinburgh;
Ph.D. University of Pennsylvania

Ronald L. Snell

Lecturer in Astronomy

B.A. University of Kansas; M.A., Ph.D. University of
Texas

Jane Stangl

Lecturer in Exercise and Sport Studies

B.S. University of Wisconsin; M.A. Bowling Green State
University; Ph.D. University of Iowa

Maria Succi-Hempstead

Lecturer in Italian Language and Literature

M.A. University of Kent, Canterbury, England

Morena Svaldi

Lecturer in Italian Language and Literature

Ph.D. University of Padua, Italy

Catherine Swift

Lecturer in Education and Child Study

Marilyn Middleton Sylla

Lecturer in Dance

Atsuko Takahashi

Lecturer in East Asian Languages and Literatures

B.A. Japan Women's University; M.S.Ed. University of
Pennsylvania

Mara Taylor

Lecturer in German Studies

A.B. Smith College; M.A. University of Pennsylvania

Cathy Weisman Topal

Lecturer in Education and Child Study

B.A. Cornell University; M.A.T. Harvard School of
Education

Daniel Trenner

Lecturer in Dance

B.S. State University of New York, New Paltz; M.Ed.
Lesley College

Mike Vargas

*Lecturer and Musician in Dance Technique and
Performance*

Daniel Warner*Lecturer in Music***Ellen Doré Watson***Lecturer in English Language and Literature;
Director of Poetry Center
B.A., M.F.A. University of Massachusetts Amherst***Pan Welland***Lecturer in Theatre
B.F.A. University of Massachusetts Amherst; A.M. Smith
College***Jon Western***Lecturer in Government***Paul Wetzel***Lecturer in Biological Sciences***Grant Wilson***Lecturer in Astronomy***Nan Wolverton***Lecturer in American Studies***Wendy Woodson***Lecturer in Dance***Catherine Woronzoff-Dashkoff***Senior Lecturer in Russian Language and
Literature
Baccalaureat ès Lettres, Lycée Française de Vienne,
Austria; A.B. Smith College***Nan Zhang***Lecturer in Theatre
B.A. Beijing University; M.A., M.F.A. The Ohio State
University***Ling Zhao***Lecturer in East Asian Languages and Literatures
B.A. Beijing University; M.A. Beijing Foreign Studies
University***W.T. Lhamon, Jr., Ph.D.***Research Associate in American Studies***Sherrie Marker***Research Associate in American Studies***Barry Werth***Research Associate in American Studies***Sean Gilsdorf, M.A.***Research Associate in History***Erika Laquer, Ph.D.***Research Associate in History***Ann Ramsey, Ph.D.***Research Associate in History***Marylynn Salmon, Ph.D.***Research Associate in History***Revan Schendler, Ph.D.***Research Associate in History***Robert Weir***Research Associate in History***Mary Mosher Flesher***Research Associate in History of the Sciences***Jessica Delgado***Research Associate in Latin American Studies***sarah-marie belcastro***Research Associate in Mathematics and Statistics***Danielle Ramdath***Research Associate in Mathematics and Statistics***Anne Schwartz***Research Associate in Mathematics and Statistics***Janice Moulton, Ph.D.***Research Associate in Philosophy***Meredith Michaels***Research Associate in Philosophy***Peter Pufall***Research Associate in Psychology***George Robinson***Research Associate in Psychology*

Instructional Support Personnel

Andrea Nicole King*Mendenhall Fellow in the Study of Women and
Gender*

Martha Teghtsoonian, Ph.D.*Research Associate in Psychology***Robert Teghtsoonian***Research Associate in Psychology***Michelle Wick***Research Associate in Psychology***Benjamin Braude, Ph.D.***Research Associate in Religion***Edward Feld***Research Associate in Religion***Philip Zaleski***Research Associate in Religion***Santiago Lopez-Rios***Research Associate in Spanish and Portuguese***Meg Lysaght Thacher***Laboratory Instructor in Astronomy***Amy Burnside***Laboratory Instructor in Biological Sciences***Gabrielle Immerman***Laboratory Instructor in Biological Sciences***Esteban Monserrate, Ph.D.***Laboratory Instructor in Biological Sciences***Lori Saunders***Laboratory Instructor in Biological Sciences***Judith Wopereis, M.Sc.***Laboratory Instructor in Biological Sciences***Graham R. Kent, M.Sc.***Senior Laboratory Instructor in Biological Sciences***Maria Bickar***Laboratory Instructor in Chemistry***Mohini Kulp***Laboratory Instructor in Chemistry***Heather Shafer***Laboratory Instructor in Chemistry***Rebecca Thomas***Laboratory Instructor in Chemistry***Susan Froehlich***Laboratory Instructor in Engineering***Pamela Matheson***Laboratory Instructor in Mathematics and Statistics***Joyce Palmer-Fortune***Laboratory Instructor in Physics***Jerzy W. Pfabé, M.Sc.***Laboratory Supervisor in Physics***Margaret Thacher***Laboratory Instructor in Physics***David Palmer, Ph.D.***Assistant in Statistics, Psychology Department***Melissa Belmonte***Teaching Assistant in Spanish and Portuguese***Stephanie Frey***Teaching Fellow in Dance***Crystal Gipe***Teaching Fellow in Dance***Caitlin Johnson***Teaching Fellow in Dance***Nicole Kedaroe***Teaching Fellow in Dance***Erin Law***Teaching Fellow in Dance***Michelle Marroquin***Teaching Fellow in Dance***Katie Martin***Teaching Fellow in Dance***Phaelon O'Donnell***Teaching Fellow in Dance***Florentine W. Bambara, A.B.***Teaching Fellow in Education and Child Study***Graeham R. Dodd, A.B.***Teaching Fellow in Education and Child Study***Katherine L. Donovan, A.B.***Teaching Fellow in Education and Child Study*

Jessica Plaut, B.S.

Teaching Fellow in Education and Child Study

Gregory T. Rosnick, B.S.

Teaching Fellow in Education and Child Study

Melissa L. Traxler, B.A.

Teaching Fellow in Education and Child Study

Rhemi Abrams-Fuller, B.A.

Teaching Fellow in Exercise and Sport Studies

Kathleen Boucher

Teaching Fellow in Exercise and Sport Studies

Lacey Carmon

Teaching Fellow in Exercise and Sport Studies

Sarah Cox

Teaching Fellow in Exercise and Sport Studies

Sheila Gisbrecht

Teaching Fellow in Exercise and Sport Studies

Jeanne Coree Naslund, B.A.

Teaching Fellow in Exercise and Sport Studies

Ruth Ness, B.A.

Teaching Fellow in Exercise and Sport Studies

Katlin Okamoto, B.A.

Teaching Fellow in Exercise and Sport Studies

Benjamin Raphelson, B.A.

Teaching Fellow in Exercise and Sport Studies

David Schary

Teaching Fellow in Exercise and Sport Studies

Clifton Noble, Jr. B.A., M.A.

Staff Pianist, Department of Music

Genevieve Rose, B.M.

Director, Smith College Jazz Ensemble

Ellen Redman

Director, Smith College Wind Ensemble

Frederick Aldrich, B.A.

Performance Instructor in Music

Claire Arenius

Performance Instructor in Music

Akiva Cahn-Lipman

Performance Instructor in Music

Sarah Cornelius

Performance Instructor in Music

Phillip de Fremery, B.M.

Performance Instructor in Music

Rebecca Eldredge

Performance Instructor in Music

Ronald Gorevic

Performance Instructor in Music

Donna Gouger, B.M.

Performance Instructor in Music

Judith Gray, B.S., M.S.

Performance Instructor in Music

Kirsten Hadden Lipkens, B.M., M.M.

Performance Instructor in Music

Volcy Pelletier, Graduate Diploma New England Conservatory

Performance Instructor in Music

Ellen Redman, B.Mus., M.Mus.

Performance Instructor in Music

Alice Robbins, A.B., Graduate Diploma Schola Cantorum Basiliensis

Performance Instructor in Music

Emily Samuels, B.A., M.Ed.

Performance Instructor in Music

Lynn Sussman, B.S., M.M.

Performance Instructor in Music

Felice Swados, B.A., M.M.

Performance Instructor in Music

Administration

Office of the President and the Board of Trustees

Carol T. Christ, Ph.D.
President

Rebecca Lindsey, M.A.
Secretary of the Board of Trustees and Assistant to the President

Jacquelyn A. Scalzo, B.A.
Secretary to the President

The Athletics and Recreation Department

Lynn Oberbillig, M.A., M.B.A.
Director

The Botanic Garden

Michael Marcotrigiano, Ph.D.
Director

Facilities Management

John Shenette, B.S.
Executive Director of Facilities Management

The Smith College Campus School

Cathy Hofer Reid, Ph.D.
Director

Career Development Office

Stacie Hagenbaugh, M.Ed.
Director

The Clark Science Center

Thomas S. Litwin, Ph.D.
Director

Christian Lagier
Associate Director

Office of College Relations

Laurie Fenlason, A.B.
Executive Director of Public Affairs and Special Assistant to the President

Kristen Cole, B.A.
Media Relations Director

John G. Eue, M.A.
Senior Director of Publications and Communications

Judith Strzempko, B.Ed.
Director of College Relations

Office of the Dean of the College

Maureen A. Mahoney, Ph.D.
Dean of the College

Tamra Bates, M.S.
Director of the Campus Center

Margaret Bruzelius, Ph.D.
Dean of the Senior Class and the Second-Semester Juniors

Rae-Anne Butera, M.A.
Associate Dean of Students

Rebecca Hovey, Ph.D.
Dean for International Study

Erika J. Laquer, Ph.D.
Dean of the Sophomore Class and the First-Semester Juniors; and Dean of the Ada Comstock Scholars

Lisa D. Johnson, M.A.
Assistant Dean for International Study

Julianne Ohotnicky, M.A.
Dean of Students

L'Tanya Richmond, M.A.
Director of Multicultural Affairs

Tom Riddell, Ph.D.
Associate Dean of the College and Dean of the First-Year Class

Rebecca Shaw, M.A.
Director of Residence Life

Hrayr C. Tamzarian, M.Ed.
Associate Dean for Student Affairs and International Students and Scholars

Office of Development

Patricia Jackson, M.B.A.
Vice President for Development

Kimberly Albright '72, M.B.A.
Director of International Advancement

Karen Leah Boehnke '99, A.B.

Director of Integrated Advancement Strategies

Sandra Doucett, B.A.

Executive Director of Development and Campaign Management

Rachel F. Moore, B.A.

Director of Campaign Initiatives and Leadership Support

Dining Services

Kathleen Zieja, B.S.

Director

Office of Enrollment

Audrey Smith, B.A.

Dean of Enrollment

Debra Shaver, M.S.

Director of Admission

Karen Kristof, A.B.

Senior Associate Director

Sidonia M. Dalby, M.Ed.

Sabrina Marsh, B.A.

Associate Directors of Admission

David Belanger, M.B.A.

Director of Student Financial Services

Michael Ireland, M.P.A.

Associate Director of Student Financial Services

Office of the Vice President for Finance and Administration

Ruth Constantine, M.B.A.

Vice President for Finance and Administration

Laura Smiarowski '92, M.S.

Controller

David C. DeSwert, M.P.L.

Director of Budget and Grants

Health Services

Leslie R. Jaffe, M.D.

College Physician and Director of Health Services

Elaine Longley, B.S.N.

Coordinator of Nursing Services

Pamela McCarthy, L.I.C.S.W.

Associate Director

Office of Human Resources

Lawrence Hunt, B.A.

Executive Director

Information Technology Services

Herbert Nickles, M.A.

Executive Director

Kate Etzel, M.A.

Director, User Support

Ben Marsden, M.S.

Director, Systems and Network Services

Sharon Moore, B.A.

Director, Telecommunications

Yvonne Ting, M.S.

Director, Administrative Technology Services

Thomas C. Laughner, Ph.D.

Director, Educational Technology Services

Office of Institutional Research and Educational Assessment

Cate Rowen, M.B.A.

Director of Institutional Research and Educational Assessment

Kathleen M. Foley, M.A.

Assistant Director of Institutional Research and Educational Assessment

Minh Ly, B.A.

Assistant Director for Assessment: HHMI/NECASL

The Jacobson Center for Writing, Teaching and Learning

Julio Alves, Ph.D.

Director

The Libraries

Christopher Loring, M.A., M.A.L.S.

Director of Libraries

Christine Hannon, M.A., M.B.A.

Deputy Director of Libraries

Martin Antonetti, M.S.

Curator of Rare Books

Maria (Mia) Brazill, M.A., M.S.

Associate Director of Collection Development and Acquisitions

Eric Loehr, M.L.S.

Library Systems Manager

James Montgomery, M.S.

Associate Director of Collection Services

Rocco Piccinino Jr., M.S.L.S.

Head of the Young Science Library

Barbara Polowy, M.L.S.

Head of the Hillyer Art Library

Sherrill Redmon, Ph.D.

Sophia Smith Collection Director

Marlene Wong, M.S.L.S.

Head of the Werner Josten Library

Nanci A. Young, M.A.

College Archivist

The Smith College Museum of Art**Jessica Nicoll '83, M.A.**

Director and Louise Ines Doyle '34 Chief Curator

Margi Caplan, B.A.

Membership and Marketing Director

David Dempsey, M.A.

Associate Director of Museum Services

Aprile Gallant, M.A.

Curator of Prints, Drawings and Photographs

Ann Mayo '83, B.A.

Manager of Security and Guest Services

Linda D. Muehlig, M.A.

Curator of Paintings and Sculpture and Associate Director for Curatorial Affairs

Ann Musser, M.A.

Associate Director for Academic Programs and Public Education

Office of the Provost/Dean of the Faculty**Marilyn R. Schuster, Ph.D.**

Provost/Dean of the Faculty

John H. Davis, Ph.D.

Associate Provost and Dean for Academic Development

Danielle D. Carr Ramdath, Ph.D.

Associate Dean of the Faculty

Public Safety**Barbara Arrighi**

Interim Chief

Quantitative Learning Center**Catherine McCune, Ph.D.**

Director

Office of the Registrar**Patricia A. O'Neil, B.A.**

Registrar

Office of Religious and Spiritual Life**Jennifer Walters, D.Min.**

Dean of Religious Life

School for Social Work**Carolyn Jacobs, M.S.W., Ph.D.**

Dean and Elizabeth Marting Treuhaft Professor

Susan Donner, Ph.D.

Associate Dean

Diane L. Tsoulas, J.D.

Associate Dean for Administration

Standing Committees, 2010–11 (Elected)

Academic Freedom Committee

Adam Hall (2013); Alice Hearst (2013); Reyes Lazaro (2013)

Committee on Academic Priorities

Provost and Dean of the Faculty, Chair, non-voting (Marilyn Schuster); Associate Provost and Dean for Academic Development, non-voting (John Davis); Dean of the College, non-voting (Maureen Mahoney); Robert Buchele (2012); Martine Gantrel-Ford (2013); Nicholas Horton (2011); Joseph McVeigh (2012); William Oram (2011); Faculty Council Representative, non-voting (Donald Baumer)

Committee on Educational Technology

Marnie Anderson (2013); Glenn Ellis (2011); Gary Felder (2011); Fernando Armstrong-Fumero (2011); Jefferson Hunter (2012); Hélène Visentin (2013); Associate Provost and Dean for Academic Development (John Davis); Non-voting members: Executive Director of Information Systems (Herb Nickles); Supervisor of Computing and Technical Services in the Science Center (Eric Brewer); Director of Educational Technology (Tom Laughner); Coordinator of Library Systems (Eric Loehr)

Committee on Faculty Compensation and Development

Associate Provost and Dean for Academic Development, Chair, non-voting (John Davis); Shizuka Hsieh (2013); Daphne Lamothe (2013); Roger Kaufman (2013); Mahnaz Mahdavi (2011); Charles Staelin (2013); Faculty Council Representative, non-voting (Michael Thurston)

Faculty Council

Donald Baumer (2012); Howard Gold (2011); Alexandra Keller (2013); James Lowenthal (2013); Michael Thurston (2012)

Committee on Grievance

Elliot Fratkin (2013); Jennifer Guglielmo (2012); Sabina Knight (2011); Nancy Sternbach (2012); Paul Voss (2011)

Alternates: Donna Riley (2011); Frazer Ward (2011)

Lecture Committee

Pau Atela (2011); Anna Botta (2011); Donna Robinson Divine (2011); Thalia Pandiri (2013); Kevin Rozario (2012)

Committee on the Library

Elisabeth Armstrong (2011); Floyd Cheung (2012); Nathanael Fortune (2012); Lucy Mule (2011); Lynne Yamamoto (2011);

Non-voting members: Two students chosen by Student Government Association (To be announced); Director of Libraries (Chris Loring); Provost and Dean of the Faculty (Marilyn Schuster)

Committee on Mission and Priorities

President, Chair (Carol Christ); Vice Chair, Provost and Dean of the Faculty (Marilyn Schuster); Associate Provost and Dean for Academic Development (John Davis); Dean of the College (Maureen Mahoney); Vice President for Finance and Administration (Ruth Constantine); Vice President for Development (Patricia Jackson); Staff Representative (Stacie Hagenbaugh); Two students selected by the Student Government Association (To be announced); Two members of Faculty Council (Alexandra Keller and James Lowenthal); Randall Bartlett (2012); John Brady (2013); María Helena Rueda (2011)

Committee on Tenure and Promotion

President, Chair (Carol Christ); Provost and Dean of the Faculty (Marilyn Schuster); Rosetta Cohen (2011); James Henle (2012); Ann R. Jones (2011); Paulette Peckol (2011); Thomas Rohlich (2013); *Alternate:* to be announced

Alumnae Association, 2010-11

Officers

President

Lynn Smith Fox '77

54 E. Main Street
Canton, NY 13617

Vice President

Lisa Ilka Abrams '90

4809 N. Paseo del Tupo
Tucson, AZ 85750

Treasurer

Rehana Farrell '92

123 Carter Road
Princeton, NJ 08540

Clerk

Peg Merzbacher '77

19 Gerard Road
Norwell, MA 02601

Directors

Judy Johnson Campagnari '85

4 Cohasset Way
Westerly, RI 02891

Fiona Ward Clapp '87

(Chair, NAAC)
17 Overhill Road
New Rochelle, NY 10804-3904

Susan Goodall '83

216 E. 47th Street, 3-A
New York, NY 10017

Sarah Khurshid Khan '87

316 Glen Thistle Court
Madison, WI 53705-1165

Peggie Ward Koon '74

26 Eagle Pointe Drive
Augusta, GA 30909

Lisa Lauterbach Laskin '88

(Liaison, Medal)
112 Avon Hill Street
Cambridge, MA 02140

Leslie Mark '83

(Chair, RCC)
12328 Pembroke Lane
Leawood, KS 66209

Ann Mitchell '75

501 Slaters Lane, #221
Alexandria, VA 22314

Sharmeen Obaid-Cinoy '02

261 Yonge Blvd. N.
Toronto, ON M5M 3J1, Canada

Erin Alexander Paisan '87

4215 Nashwood Lane
Dallas, TX 75244

Leslie Brooks Solomon '82

250 W. 88th Street, #807
New York, NY 10024

Lois Thompson '66

1033 West Edgewood Road
Los Angeles, CA 90026

The Alumnae Office

Carrie Cadwell Brown, M.Ed. '82

Executive Director

Samantha K. F. Pleasant

Senior Associate Director

John MacMillan

Director of Alumnae Communications

Index

- Abbreviations and symbols, explanation of, 64–65
- Absence, leaves of, 53–54
- Absence from classes, 52
- Academic achievements, prizes and awards, 27–32
- Academic calendar, vi
- Academic course load, 46
- Academic credit, 49–51
- Academic divisions, 62–64
- Academic Honor System, 11
- Academic program, 7–16
- Academic records, disclosure of, 53
- Academic rules and procedures, 46–54
- Academic societies, 28
- Academic standing, 52
- Accelerated course program, 11
- Accreditation, iv
- Ada Comstock Scholars Program, 12
 - admission, 43–44
 - fees and expenses, 34–36
 - financial aid, 38
 - grading options, 49–50
- Adding and dropping courses, 47–48
- Administration directory, 481–483
- Admission, 42–45
 - graduate study, 55–61
 - undergraduate study, 42–45
 - Ada Comstock Scholars, 44–45
 - advanced placement credit, 51
 - application fee, 34
 - deadline dates, 43
 - entrance tests, 42
 - health form, 23
 - interview, 43
 - international students, 44
 - secondary school preparation, 42
 - transfer applicants, 44
- Admission, to courses requiring special permission, 46
- Advanced placement, 43, 51
 - toward requirements, 51
- Advanced standing, 52
- Advising, 10–11
 - career, 22
 - engineering, 11, 195
 - minor advisers, 11
 - prebusiness, 11
 - prelaw, 11
 - premajor and major advisers, 10–11
 - premedical and prehealth professions, 11, 133
- African studies
 - minor, 67–68
 - Five College certificate in, 435
- Afro-American studies, 69–72
- Age of majority, 53
- Ainsworth/Scott Gymnasiums, 21
 - hours, 21
- Alumnae
 - networking, 22
 - support, 40
- Alumnae Association
 - officers, 485
- Alumnae Gymnasium, 2, 17
- American College Testing Program, 42
- American ethnicities, 73–75
- American studies, 76–81
 - diploma in, 58, 80
- Amherst College
 - cooperative program with, 12, 16
 - Twelve College Exchange, 16
 - cooperative Ph.D. program, 58
- Ancient studies, 82–83
- Anthropology, 84–89
- Application for admission
 - graduate study, 55
 - nondegree studies, 58–59
 - undergraduate study, 42
- Arabic courses. *See* Religion.
- Archaeology, 90–91
- Architecture and landscape architecture courses.
 - See* Art.
- Archive Concentration, 158
- Art, 92–105
- Art library, 18
 - hours, 18

- Art museum, 18
 - hours, 19
- Arts and Technology, 106–107
- Asian/Pacific/American studies, Five College
 - certificate in, 436–437
- Associated Kyoto Program, 15
- Astronomy, 108–111
- Athletic facilities, 21
- Athletic fields, 21
- Athletic program, 22, 452–453
 - See also Exercise and sport studies.
- Athletics, 21–22, 452–453
- Auditing
 - community: nonmatriculated students, 12, 47
 - fees for nonmatriculated students, 34
 - matriculated students, 47
- Awards, 28–32
- Bachelor of arts degree, 46
- Bacteriology. *See* Biological sciences.
- Bass hall, 18
- Berenson Dance Studio, 19
- Biblical literature. *See* Religion.
- Biochemistry, 112–118
- Biological sciences, 119–133
 - master's degree, 56
- Bio-Mathematical Sciences Concentration, 160
- Board of trustees, 454
- Boathouse, 21
- Botanic gardens, 18
- Botany. *See* Biological sciences.
- Bowdoin, study at, 16
- Brown Fine Arts Center, 18
- Buddhist studies, Five College Certificate in, 438
- Burton Hall, 2, 18
- Burton, Marion LeRoy, 2
- Calendar, academic, vi
- Campus Center, 21
 - hours, 21
- Campus jobs, 39
- Career counseling, 22
- Career Development Office, 22
- Center for Foreign Languages and Cultures, 19
 - hours, 19
- Certificate of Graduate Studies, 55, 58
- Changes in course registration
 - graduate, 61
 - undergraduate, 47–48
- Chemistry, 134–138
- Chemistry lab fee, 35
- Child study. *See* Education and child study.
- Chinese. *See* East Asian studies.
- Christ, Carol T., 4, 454, 460, 481
- Churches, 23
- Clark Science Center, 18
- Clarke Schools for Hearing and Speech, 57, 198
- Class attendance and assignments, 48
- Class schedule chart, inside back cover
- Classical languages and literatures, 139–142
- Coastal and marine sciences, Five College
 - Certificate in, 439
- Cognitive Neuroscience, Five College Certificate in, 440
- College Archives, 17
- College Board tests, 42
- College physician, 22
- College Scholarship Service, 37
- Committees, 484
- Comparative literature, 143–149
- Computer facilities, 19
- Computer science, 150–157
- Concentrations
 - Archives, 158
 - Bio-Mathematical Sciences, 160
 - Museums, 160
 - Poetry, 162
- Confidentiality
 - of medical records, 23
 - of student records, 53
- Connecticut College, study at, 16
- Continuation fee, 35
- Continuing education. *See* Ada
 - Comstock Scholars Program; nonmatriculated students.
- Contractual limitations, 36
- Conway, Jill Ker, 3–4, 455
- Cooperative programs with other institutions, 12
- Córdoba, study abroad, 15
- Counseling
 - career, 22
 - personal, 22
 - religious, 23
- Course enrollments, Five College, 49
 - summary, 24
- Course load, 46
- Course numbers, key to, 64–66

- Course programs
 - accelerated, 11
 - honors, 12
 - independent study, 12–13, 47
 - regular, 7–9, 46
 - Smith Scholars, 13
- Course registration, 47–48, 61
- Courses of study, 67–453
- Course symbols, designations, abbreviations, explanation of, 62–66
- Credit
 - academic, 49–51
 - advanced placement, 51
 - earned before matriculation, 51
 - internships, 12–13, 47
 - interterm, 51
 - performance, 50
 - shortage, 50
 - summer school, 50–51
 - transfer, 50
- Cross country course, 21
- Culture, health and science, Five College Certificate in, 441
- Curriculum, 7–8
- Curricular requirements and expectations, 8
- Dance, 164–173
 - facilities, 19
 - master's degree, 57
- Dartmouth, study at, 16
- Davis, Herbert, 2
- Deadlines
 - for admission, 43
 - for course changes, 47–48, 61
- Deaf, teaching of the, 57, 198
- Dean's List, 28
- Deferred entrance to first-year class, 43
- Deferred entrance for medical reasons, 43–44
- Degrees, requirements for
 - bachelor of arts, 8, 46
 - master of science in biological sciences, 56
 - master of science in exercise and sport studies, 56
 - master of arts in teaching, 57
 - master of education of the deaf, 57
 - master of fine arts in dance, 57
 - master of fine arts in playwriting, 57–58
 - cooperative Ph.D. program, 58
 - master/doctor of social work, 58
 - satisfactory progress, 52
- Departmental Honors Program, 12, 27
- Deposits, 35
 - for graduate students, 60
- Dining arrangements, 21
- Diploma in American studies, 58, 80
- Directions to the college, iv
- Disability Services, Office of, 20
- Dismissal, 52
- Divisions, academic, 62–64
- Doctors, 22–23
- Dormitories. *See* Residential houses for undergraduates.
- Dropping and adding courses, 47, 61
- Dunn, Mary Maples, 4, 455
- Early Decision Plan, 43
- East Asian languages and literatures, 174–180
- East Asian studies, 181–186
- Economics, 187–194
- Education and child study, 195–202
- Education, master's degree, 57
- Elizabeth Mason Infirmary, 22
- Emeritae, emeriti, 455–458
- Engineering, 203–210
- Engineering advising, 11
- English language and literature, 211–222
- Enrollment statistics, 24–26
- Entrance requirements, 42
- Environmental science and policy, 223–228
- Ethics, 229
- Examinations
 - final, 48
 - pre-examination period, 48
- Exercise and sport studies, 230–239
 - master's degree, 56
- Expenses, 33–36
- Extended Repayment Plan, 36
- Extracurricular activities, 21–22
- Facilities, 17–21
- Faculty, 459–480
 - Five College, 420–434
- Family Education Loans, 40
- Fees and expenses, 33–35
 - bed removal, 35
 - chemistry lab, 35
 - continuation, 35
 - contractual limitations, 36
 - early arrival, 35
 - graduate study, 60

- health/fire/safety regulation, 35
- Junior Year Abroad, 13–15
- late Central Check-in, 35
- late payment, 35
- late registration, 35
- Twelve College Exchange, 16
- Fellowships
 - international and domestic, 32
 - research, 60
 - teaching, 60
- Fields of knowledge, seven major, 7
 - abbreviations in course listings, 65–66
- Film studies, 240–243
- Final examinations, 48
- Financial aid, 36–41, 60–61
 - Ada Comstock Scholars, 38
 - campus jobs, 39
 - first-year applicants, 37–38
 - graduate students, 60–61
 - grants, 40
 - international students, 38, 44
 - loans, 39
 - outside aid, 40
 - transfer students, 38
 - work-study, 39–40
- Financial obligation, 33
- Fine arts center, 18
- Fine arts, master's degree, 57–58
- First Group Scholars, 27
- First-Year applicants, 37–38
- First-Year Seminars, 244–250
- Five College Certificate Programs, 10
 - African studies, 435
 - Asian/Pacific/American studies, 436–437
 - Buddhist studies, 438
 - Coastal and marine sciences, 439
 - Cognitive Neuroscience, 440
 - Culture, health and science, 441
 - Ethnomusicology, 442
 - Film studies major, 450
 - International relations, 443
 - Latin American studies, 444
 - Logic, 445–446
 - Middle East studies, 447
 - Native American Indian studies, 448
 - Russian, East European and Eurasian Studies, 449
- Five College Cooperation, 12
 - course enrollment, 49
 - course interchange, 12
 - course offerings, 420–434
 - course regulations, 49
- Five College faculty, 420–434
- Five College Self-Instructional Language Program, 451
- Florence, study abroad, 14
- Foreign language literature courses in translation, 251
- Foreign students. *See* International students.
- Foreign study programs, 13–15
- France, study abroad, 15
- French studies, 252–257
- Geneva, study abroad, 14
- Geographical distribution of students, 25
- Geosciences, 258–263
- German studies, 264–268
- Germany, study abroad, 15
- Government, 269–279
- Grading options, 49–50
- Graduate study, 55–61
 - admission, 55
 - enrollments, 24
 - international students, 55
- Graduation rate, 24
- Graduation requirements, 8–9, 46
- Grants, 40
 - music, 40
 - named and restricted, 40–41
 - trustee, 40
- Greek courses, 139–140
- Greene, John M., 1
- Greenhouses, 18
- Gymnasium, 21
 - hours, 21
- Hallie Flanagan Studio Theatre, 19
- Hamburg, study abroad, 15
- Hampshire College
 - cooperative program with, 12
 - cooperative Ph.D., 57
- Health insurance, 23, 34–35
 - for graduate students, 60
- Health professions advising, 11, 133
- Health professions program, 133
- Health regulations, 22–23
- Health Services, 22–23, 60
- Hebrew courses. *See* Religion.
- Helen Hills Hills Chapel, 23
- High school preparation for applicants, 42

- Hillyer Hall, 18
 - Art library, 18
- Hispanic studies. *See* Spanish and Portuguese.
- History, 280–292
- History of science and technology, 293–294
- History of Smith College, 1–4
- Honor code, 11
- Honors program, 12
- Houses, 21
 - graduate students, 59
- How to get to Smith, iv
- Independent study, 12–13, 47
- Independently designed majors and minors, 10
- Infirmary, 22
- Information Technology Services, 19
- Inpatient services, 22
- Inquiries and visits, v
- Insurance, health, 23, 34
 - for graduate students, 59
- Intercollegiate athletics, recreation and club sports
 - 22, 452–453
- Interdepartmental and extradepartmental
 - course offerings, 414–419
- Interdepartmental majors, 9
- Interdepartmental minors, 9–10
- Interlibrary loan, 17
- International baccalaureate, 43, 52
- International Relations Certificate
 - Program, 443
- International students
 - admission, 44
 - admission of graduate, 55
 - Certificate of Graduate Studies, 55, 58
 - Diploma in American Studies, 58, 80
 - financial aid, 38, 44
 - graduate fellowships, 60
 - summary of enrollment, 24
- Internships
 - career, 22
 - credit, 12–13, 47
 - Praxis summer internships, 22
 - semester in Washington, 16, 278–279
 - Smithsonian Institution, 16, 79–80
- Interterm, vi
 - credit status, 51
- Interterm courses offered for credit, 295
- Interview, for admission applicants, 43
 - career, 22
- Intramural athletics, 21–22, 452–453
- Italian language and literature, 296–300
- Italy, study abroad, 14
- Jacobson Center for Writing, Teaching and
 - Learning, 20
- Jahnige Social Science Research Center, 19
- Japan, study abroad, 15
- Japanese. *See* East Asian studies.
- Jean Picker Semester-in-Washington Program, 16,
 - 278–279
- Jewish chaplain, 23
- Jewish studies, 301–305
- Job, campus, 39–40
 - summer, help with, 22
- Junior Year Abroad Programs, 13–15
 - course loads, 14–15
 - enrollments, 24
 - requirements, 14
- Kahn Institute, 20
- Kennedy professorship, 6
- Kyoto, study abroad, 15
- Landscape architecture. *See* Art.
- Landscape studies, 306–309
- Language Laboratory, 19
- Late course changes, 47–48
- Late registration, 48
- Latin American and Latino/a studies, 310–313
 - Five College certificate in, 444
- Latin courses, 140
- Latin honors, 27, 66
- Leaves of absence, 53–54
 - graduate, 56
- Leo Weinstein Auditorium, 19
- Liberal arts college, 7
- Libraries, 17–19
 - hours, 18–19
 - career resource, 22
- Linguistics, 314–315
- Loans
 - graduate study, 61
 - undergraduate study, 36, 39
- Logic, 316
- Logic, Five College Certificate Program in, 445–446
- Louise W. and Edmund J. Kahn Liberal Arts
 - Institute, 20
- Lyman Plant House, 18

- Major, 9
- Major fields of knowledge, seven, 7
- abbreviations in course listings, 65–66
- Majors, enrollment, 26
- Majority, age of, 53
- Mandatory medical leave, 54
- Marine science and policy, 317
- Maritime studies, 16
- Master of arts programs, 57
- Mathematics and Statistics, 318–324
- McConnell Hall, 18
- Medical leave of absence, 54
- Medical professions program, 133
- Medical services, 22–23
- Medieval studies, 325–326
- Mendenhall Center for the Performing Arts, 19
- Mendenhall, Thomas Corwin, 3
- Microbiology. *See* Biological sciences.
- Middle East Studies Certificate Program, 447
- Middle East Studies, 327–331
- Minor, 9–10
- Mission of Smith College, 1
- Mount Holyoke College
- cooperative program with, 12, 16
- cooperative Ph.D. program, 58
- Twelve College Exchange, 16
- Museum of Art, 18
- hours, 19
- Museums Concentration, 160
- Music, 332–338
- facilities, 19
- fees for practical music, 35
- grants, 40
- scholarships, 40–41
- Mystic Seaport Program, 16
- National Theatre Institute, 16
- Neilson, William Allan, 2
- Neilson chair, 5–6
- Neilson Library, 17–18
- hours, 18
- Neuroscience, 339–343
- Nondegree studies, 58
- Nondiscrimination policy, inside front cover
- Nonmatriculated students, 12, 34, 47
- Off-campus study programs, 12–16
- Outpatient services, 22–23
- Parent loans for undergraduates, 37, 39
- Paris, study abroad, 15
- Payment plans, 36
- Pell Grant program, 40
- Performing arts, 19
- Perkins Loan (formerly NDSL), 39
- Personal computers, 19
- Ph.D. programs, 55, 58
- Phi Beta Kappa Society, 28
- Philosophy, 344–349
- Photography, facilities for, 18
- Physical education, master's program, 56
- See also* athletic program; exercise and sport studies.
- Physical fitness, 21–22
- Physics, 350–353
- Placement, advanced, 43, 51
- Playwriting, master of fine arts in, 57–58
- Poetry Center, 4, 19
- Reading Room, 19
- Poetry Concentration, 162
- Political science. *See* Government.
- Pomona-Smith Exchange, 16
- Portuguese, 386–393
- See also* Spanish and Portuguese.
- Praxis Summer Internship
- Funding Program, 22
- Prebusiness advising, 11
- Pre-examination period, 48
- Prehealth professions program, 11, 118, 133
- Prelaw advising, 11
- Premedical professions program, 11
- Presidential Seminars, 354–355
- Princeton-Smith Engineering Exchange, 16
- Privacy of student records, 53
- Prizes, 28–32
- Probationary status, 52
- Program for Mexican Culture and Society in Puebla, 15
- Programa de Estudios Hispánicos en Córdoba, 15
- Psi Chi, 28
- Psychology, 356–363
- Public policy, 364–366
- Quantitative courses for beginning students, 367–370
- Quantitative Learning Center, 20

- Rare Book Room, 17
- Readmission, 53–54
- Recognition for academic achievement, 27–32
- Recreation and club sports, 21–22
- Refunds, withdrawal, 36
 - Junior Year Abroad, 14–15
- Registration, course, 47, 61
 - late fee, 35, 48
- Regular Decision Plan, 43
- Religion, 371–376
- Religious expression, 23
- Repeating courses, 50
- Required course work for graduate students, 61
- Requirements
 - for admission, 42
 - for completion of course work, graduate, 61
 - for the degree, 46
 - advanced placement credit toward, 51
 - residence
 - graduate, 59
 - transfer, 44
 - undergraduate, 46
- Research fellowship, 60
- Research, scientific, 18
 - social science center, 19
- Residence requirements, 46
 - for graduate students, 55–56
- Residential houses for undergraduates, 21
- Résumés, 22
- Riding lessons, fees for, 35
- Room and board, 34
 - Ada Comstock Scholars, 34
 - graduate students, 58
 - undergraduates, 34
 - refund policy, 36
- ROTC, 41
- Russian language and literature, 377–379
- Ruth and Clarence Kennedy Professorship in Renaissance Studies, 6
- Sabin-Reed Hall, 18
- Sage Hall, 19
- Satisfactory progress toward degree, 51
- Satisfactory/unsatisfactory grading option, 49–50
- SATs, 42
- Schedule of class times, inside back cover
- Scholarships, 40–41
 - graduate, 60
 - Northampton and Hatfield residents, 40
 - ROTC, 41
- Science Center, 18
- Science courses for beginning students, 380
- Science Library, 18
 - hours, 18
- Scott Gymnasium, 21
- Secondary-school preparation, 42
- Seelye, Laureus Clark, 1–2
- Semester-in-Washington Program, 16, 278–279
- Semesters, vi
 - course program, 46
- Seminars, admission to, 46–47
- Senior year, credit requirements for entering, 50
- Separation from the college, 52
- Seven major fields of knowledge, 7
 - abbreviations in course listings, 65–66
- Shortage of credits, 50
- Sigma Xi, Society of the, 28
- Simmons, Ruth J., 4, 455
- Smith Outdoors, 22
- Smith, Sophia, viii, 1
- Smith Scholars Program, 13
- Smithsonian Institution internship, 16, 79–80
- Social work, master/doctor of, 58
- Sociology, 381–385
- Sophia Smith Collection, 17
- South India Term Abroad, 15
- Spanish and Portuguese, 386–393
- Spanish-speaking countries, foreign study in, 15
- Special Studies, admission to, 47
- Spelman-Smith Exchange, 16
- Sports, 21–22, 230–239, 452–453
- Squash courts, 21
- Standardized tests
 - for admission, 42
 - for graduate applicants, 55
- Standing Committees, 484
- Statistics, 394
- Student account, 33
- Student Counseling Service, 22
- Student-designed interdepartmental majors and minors, 10
- Student Government Association, 17, 34
 - activities fee, 34
- Student housing, 21
- Student organizations, religious, 23
- Students
 - enrollment statistics, 24
 - geographical distribution, 25

- Studio art fees, 35
- Study abroad, 13–15
- Study of women and gender, 406–413
- Summer courses, credit for, 11, 49–51
- Summer internships, 22
- Summer jobs, help finding, 22
- Supplemental Educational Opportunity Grants, 40
- Swimming pool, 21
- Switzerland, study abroad, 14
- Symbols and abbreviations, explanations of, 62–66
- Teacher certification, 195–202
- Teaching fellowships, 60
- Teaching, master of arts in, 57
- Tennis courts, 21
- Theatre, 395–401
 - master of fine arts in playwriting, 57–58
- Theatre building, 19
- Third World development studies, 402–403
- Track, 21
- Transfer students
 - admission, 44
 - financial aid, 38
- Trinity, study at, 16
- Trustees, board of, 454
- Tryon Hall, 18
- Tuition
 - for graduate students, 60
 - grants to area students, 40
 - payment plans, 36
 - refund policy, 36
- Twelve College Exchange Program, 16
- TV studio, 19
- University of Massachusetts
 - cooperative Ph.D. program, 58
 - cooperative program with, 12
- Urban studies, 404–405
- Vacations, academic, vi
- Vassar, study at, 16
- Visiting Year Programs, 44
- Visits to the college, v
- Wallfisch, Ernst, music scholarship, 40
- Washington intern programs, 16, 79
- Weight training room, 21
- Wellesley, study at, 16
- Werner Josten Library, 19
 - hours, 19
- Wesleyan, study at, 16
- Wheaton, study at, 16
- William Allan Neilson Chair of Research, 5–6
- William Allan Neilson Library, 17–18
- Williams, study at, 16
- Williams–Mystic Seaport Program in American Maritime Studies, 16
- Withdrawal from the college
 - Junior Year Abroad Programs, 14
 - medical, 53–54
 - personal, 53
 - refund policy, 36
- Women's studies
 - (see Study of women and gender)
- Work-study program, 39
- Wright, Benjamin Fletcher, 2–3
- Wright hall, 19
- Writing assistance, 20
- Writing courses, 212–214, 216, 218, 219
- Writing requirements, 8–9
- Young Science library, 18
 - hours, 18
- Zoology. *See* Biological sciences.

Class Schedule

A student may not elect more than one course in a single time block except in rare cases that involve no conflict.

Monday	Tuesday	Wednesday	Thursday	Friday
A 8–8:50 a.m.	A 8–8:50 a.m.	A 8–8:50 a.m.	B 8–8:50 a.m.	A 8–8:50 a.m.
				AB 8:30–9:50 a.m.
B 9–9:50 a.m.	BC 9–10:20 a.m.	B 9–9:50 a.m.	G 9–10:20 a.m.	B 9–9:50 a.m.
		BC 9–10:20 a.m.		BC 9–10:20 a.m.
C 10–10:50 a.m.		C 10–10:50 a.m.		C 10–10:50 a.m.
	H 10:30–11:50 a.m.		H 10:30–11:50 a.m.	
D 11 a.m.–12:10 p.m.		D 11 a.m.–12:10 p.m.		D 11 a.m.–12:10 p.m.
E† 1:10–2:30 p.m.	J 1–2:50 p.m.	N 1–4 p.m.	L 1–2:50 p.m.	E† 1:10–2:30 p.m.
F† 2:40–4 p.m.		F† 2:40–4 p.m.		F† 2:40–4 p.m.
	K 3–4:50 p.m.		M 3–4:50 p.m.	
			C 4–4:50 p.m.	

4:50 p.m.

7:30–9:30 p.m.	W 7:30–8:20 p.m.		7:30–9:30 p.m.	W 7:30–8:20 p.m.		7:30–9:30 p.m.	W 7:30–8:20 p.m.	
X*		**	Y*		**	Z*		**

† A three-hour laboratory session scheduled across blocks E–F runs from 1:10 to 4 p.m.

* A three-hour laboratory session scheduled in block X, Y, or Z runs from 7 to 10 p.m.

** Reserved for activities and events.

BULLETIN
Smith College
Northampton, Massachusetts 01063

PERIODICALS Postage Paid at
Northampton, Massachusetts

